



WORKBOOK

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VOCABULARY AND READING

Travel

1 ★ Match the words with the definitions.

accommodation backpacking
holiday resort sightseeing
tourist attractions trip

- a journey where you visit a place for a short time and then come back again trip
- visiting places that are interesting because they are historical, famous, etc.

- travelling or walking, carrying your things in a bag on your back _____
- monuments or places that people on holiday like to visit _____
- a town or place where people go on holiday, very often next to the sea _____
- a place where you live or stay

2 ★ Complete the sentences so they are true for you. (See the *Learn to learn* tip in the Student's Book, p4.)

- _____ is a famous tourist attraction in my country.
- For our accommodation on our last holiday, we stayed in _____.
- _____ is a popular holiday resort in my country.
- The last trip I went on was to _____.
- In my opinion, going backpacking is a _____ way to spend your holiday.
- I would like to go sightseeing in _____.

Music and theatre

3 ★★ Complete the text. The first letter of each word is given.

I was quite surprised when Ms Bayliss gave me the biggest ¹p_____art_____ in the school musical. It wasn't easy to learn all my ²l_____ but, after several ³r_____, I knew them perfectly. I was nervous on the day of the ⁴s_____ because all my family were in the ⁵a_____. But everything went well, and after the final ⁶s_____, everyone stood up and clapped!

An interview

4 ★ Read the interview. What did Jed do on holiday? Choose the correct photo.



- MIA** So, where did you go on holiday, Jed?
JED Italy – it was a fantastic trip!
MIA Did you stay at a holiday resort?
JED No, it was a hotel. We did a lot of sightseeing. We went to some famous tourist attractions, like the Colosseum in Rome. It was amazing!
MIA So, what was the best part of your trip?
JED Oh, that was when we saw an opera: The Barber of Seville in the *Teatro Argentina* – it's almost three hundred years old! It's an amazing place – so beautiful!
MIA But wasn't the opera in Italian?
JED Yes, it was, and most of the audience was Italian, but there were subtitles.

5 ★★ Read the interview again and answer the questions.

- Where did Jed stay?

- What did Jed think of the Colosseum?

- What did Jed do in Rome?

- Why could Jed understand the opera?

LANGUAGE IN ACTION

AND VOCABULARY

Present and past simple and continuous

1 ★★ Write the sentences in the past.

- 1 Dan is reading the paper.
Dan was reading the paper.
- 2 They aren't listening to music.
- 3 Am I making a lot of noise?
- 4 Beth usually plays football on Saturday.
- 5 They don't live in a flat.
- 6 Does Michael eat meat?

2 ★★ Complete the conversation with the verbs in the box in the correct tense.

be do enjoy have help visit

- A How ¹ was your trip to Paris?
- B Great, thanks! I ² it a lot!
- A What ³ (you) there?
- B We ⁴ lots of tourist attractions!
- A You're so lucky! While you ⁵ a great time in Paris, I ⁶ my dad to paint the house!



3 ★★★ Answer the questions with true information.

- 1 What did you do last weekend?
- 2 What were you doing at nine o'clock last night?
- 3 What does your dad do?
- 4 What's your mum probably doing at the moment?

Ways of communicating

4 ★ Circle eight more communication verbs in the word snake.

postshoutwhisperdescribessmiletranslateshakehandsgreetwave

5 ★★ Complete the table with the verbs from Exercise 4. Some verbs go in both columns.

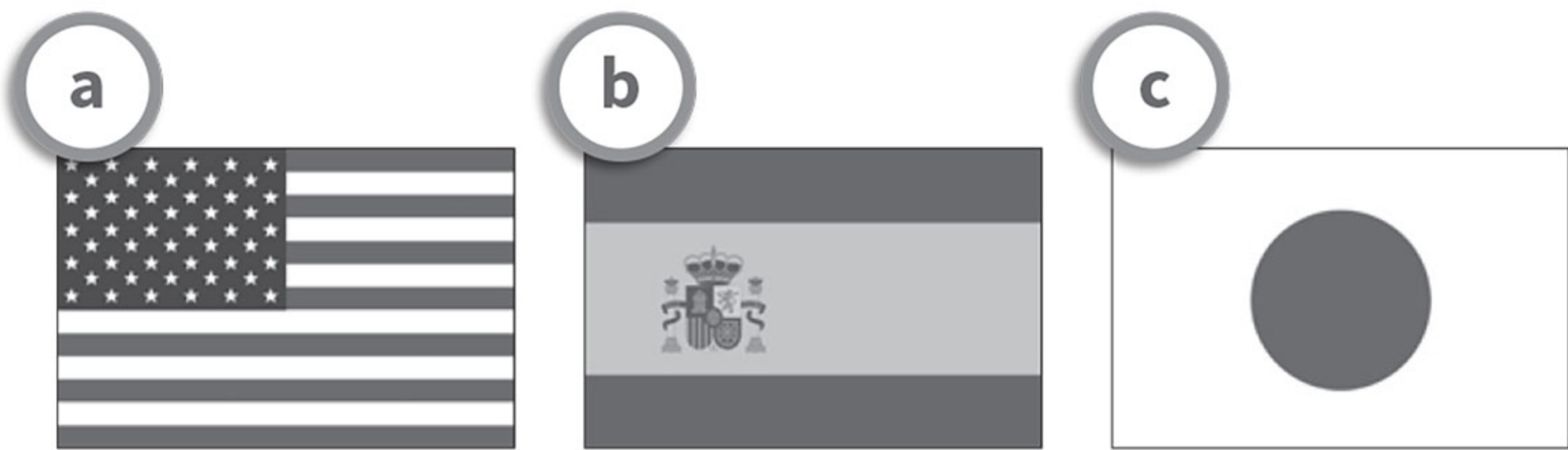
You can use your hands to do this	You can use your mouth to do this
_____ post _____	5 _____
1 _____	6 _____
2 _____	7 _____
3 _____	8 _____
4 _____	9 _____
	10 _____

6 ★★ Complete the sentences with the verbs from Exercise 4.

- 1 Do you know anyone who can translate from English into Chinese?
- 2 Could you _____ this letter for me?
- 3 Please don't _____! I can hear you!
- 4 How would you _____ your personality?
- 5 When you _____, you feel happier.
- 6 If you don't know the answer when the teacher asks you, I'll _____ it to you very quietly.
- 7 When film stars arrive at the Oscars, they often _____ to the crowd.
- 8 When I have my interview tomorrow, how should I _____ the person who is interviewing me? Should I _____ with them?

LISTENING AND LANGUAGE IN ACTION

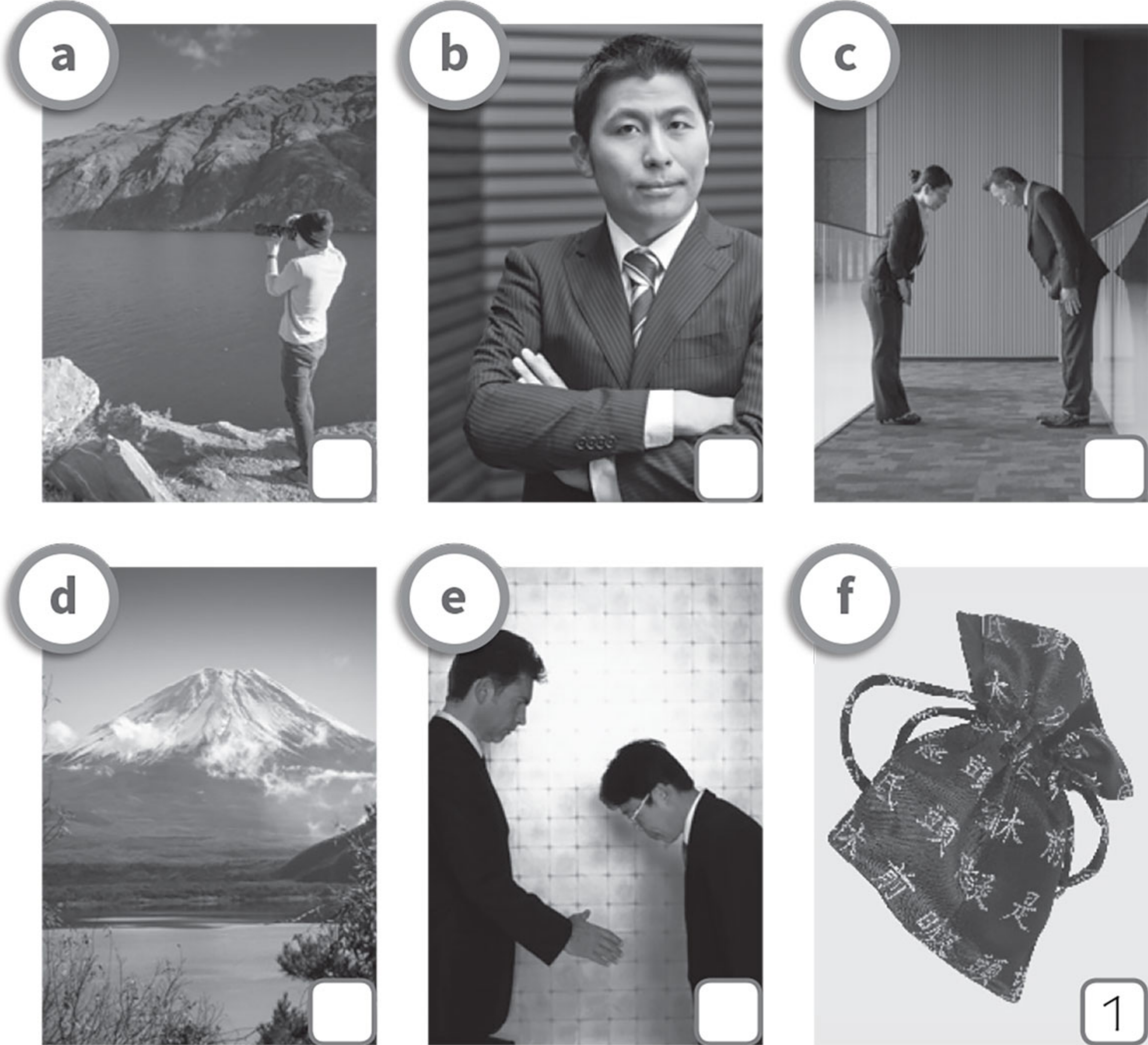
A conversation



- 1 ★★ Match the flags (a–c) with the countries (1–3).
1 Spain ____ 2 Japan ____ 3 the USA ____

- 2 ★ Listen to the conversation. Which of the countries in Exercise 1 does the girl’s dad sometimes go to?

- 3 ★★ Listen again. Put the pictures (a–f) in the order that they are mentioned.



- 4 ★★★ Answer the questions.
- Which country would you like to visit? Why?

 - Would you like to travel a lot for your job? Why?

 - Do you think people smile a lot in your country? Give a reason for your answer.

Present perfect and past simple

- 5 ★ Complete the sentences with the words in the box. There are two extra words.

at ever for from have never 's since

- 1 ____ Have ____ you finished the book?
 - 2 We've been here ____ four o'clock.
 - 3 Have you ____ been to Japan?
 - 4 John's studied French ____ three years.
 - 5 I've ____ seen snow before.
 - 6 Beth ____ sent me a message.
- 6 ★★ Circle the correct options.
- 1 Last year I went / 've been to London.
 - 2 Did you ever climb / Have you ever climbed a mountain?
 - 3 My sister liked / 's liked chocolate since she was a baby.
 - 4 I didn't do / haven't done my homework. I'm going to start now!
 - 5 I phoned / 've phoned you just a minute ago!
 - 6 We were / 've been at the shops for three hours now!
- 7 ★★ Complete the text with the past simple or present perfect form of the verb in brackets.

● ● ●

TO: Aidan

FROM: Katie

Hi Aidan,
I ¹ 've been (be) in Rome for almost a week now.
I ² _____ (arrive) last Friday. My Italian
³ _____ (not get) much better, which isn't very surprising, really. I need more time.
I ⁴ _____ (do) lots of sightseeing! Yesterday
I ⁵ _____ (go) to the Vatican. The museum is incredible! I ⁶ _____ (eat) some very good food because the lady I'm staying with is a great cook. Last night she ⁷ _____ (make) cannelloni al ragù. Tomorrow, I start at the language school. I ⁸ _____ (not feel) so happy or excited for a long time!
Katie

WRITING
 An informal email

1 ★ Read Jack’s email to his friend Ethan. Which two of the activities in the pictures (a–c) did he do?



●●●

TO: Ethan@postit.co.uk

FROM: Jack@comunica.com

SUBJECT: News!

¹Hi Ethan,

A ²How are things? Are you enjoying life in Mexico?

³I just wanted to get in contact because I haven’t sent you an email for a long time. Sorry about that!

B I’ve been quite busy recently. I’m in the school play, and we’ve had lots of rehearsals after school. I’ve got a big part, so it hasn’t been easy to learn all my lines! But I think I’ve finally managed to do it. I hope so, because the play’s next week! Have you ever done any acting? Perhaps you can give me some advice!

C Last Saturday was my dad’s 50th birthday, so he took us all out for a meal in a lovely restaurant in the country. All his brothers and sisters came, and everyone gave him a present. I gave him a Manchester United football scarf because he’s a big fan. I think he liked it!

D So, that’s my news. When are you coming back for Christmas?

⁴Bye for now!

⁵Take care,

Jack

2 ★★ Read the email again. Match the paragraphs (A–D) with the information (1–4).

1 Say goodbye	<input type="checkbox"/>
2 Things Jack has done recently	<input type="checkbox"/>
3 Things Jack did at a particular time	<input type="checkbox"/>
4 Say hello and why you’re writing	<input type="checkbox"/>

3 ★★ Look at paragraphs B and C again. What tenses does Jack use to describe his actions? Why?

4 ★★ Match the underlined expressions in the email (1–5) with the expressions (a–e).

a Love,	<input type="checkbox"/>	d See you soon!	<input type="checkbox"/>
b I’m writing to	<input type="checkbox"/>	e How are you?	<input type="checkbox"/>
c Hello	<input type="checkbox"/>		

Write an email to a friend in England telling them what you’ve done recently.

PLAN

- 5 ★★ Make two lists.
- 1 Things that I’ve done when the exact time is not important, or which are not finished (present perfect)

I’ve played a lot of video games.

2 Things that I did at a particular time (past simple)

I played a great new video game last Tuesday.

WRITE

6 ★★★ Write your email. Remember to include four paragraphs, your ideas from Exercise 5, vocabulary from this unit and phrases from the *Useful language* box (see Student’s Book, p9).

CHECK

- 7 Do you ...
- start and end the email correctly?
 - give the reason why you are writing?
 - use verbs in the correct tense?

1

TRENDSETTERS

VOCABULARY

Describing clothes and shoes

1 ★ **Circle** the correct adjectives to describe the clothes.

1



a cotton /
denim skirt

2



a tight / baggy
jumper

3



a plain /
checked shirt

4



flat / high-heeled
shoes

5



a striped /
flowery T-shirt

6



a long-sleeved /
spotted dress

2 ★★ **Complete the conversations with the words in the box.**
There are two extra words.

cotton checked denim flat flowery
high-heeled long-sleeved tight

- 1 A Are those shorts OK?
B No, I need a bigger size. They're very tight!
- 2 A Do you want a plain or a checked T-shirt?
B No, I want something really different! That _____
one is nice!
- 3 A What do you usually wear in the summer?
B Cool clothes made of _____!
- 4 A Do you like my new black and white _____ shirt?
B Not really! It looks like a chess board!
- 5 A Are you going to pack some jeans for your trip to Córdoba?
B Are you joking? It's 40°C there at the moment! I don't
want to wear anything made of _____!
- 6 A How often do you wear _____ shoes?
B Not often. Only when I go to a party or formal dinner.

3 ★ **Circle** the odd word out. Use the categories in brackets to help you. (See the *Learn to learn* tip in the Student's book, p11.)

- 1 baggy flat tight (size)
- 2 checked striped cotton (pattern)
- 3 denim flowery cotton (material)
- 4 high-heeled spotted flat (shape)
- 5 long-sleeved plain checked (pattern)

4 ★★ **Write the words in the correct order.**

- 1 a / checked / red and green / shirt
a red and green checked shirt
- 2 a / skirt / denim / plain

- 3 trousers / cotton / tight / white

- 4 jacket / denim / red / baggy / a

- 5 striped / brown and blue / T-shirt / a /
tight / cotton

- 6 brown and white / shoes / leather /
spotted / flat

5 ★★★ **Write four sentences about clothes that you like / don't like to wear. Use the adjectives in Exercise 1.**

Explore it!

Guess the correct answer. In what decade did miniskirts become popular?
a the 1950s b the 1960s c the 1970s

Find out about popular fashion in a past decade. Then send a question in an email to a classmate or ask them in the next class.

READING

A blog post

1 ★ Look at the text quickly and circle the correct answers.

- 1 The text is a newspaper article / blog post.
- 2 It's about how often to wash jeans / what jeans to buy.

2 ★★ Read the blog post. Check the meaning of the words in the box in a dictionary. Then complete the sentences.

brand claim harm ~~reckon~~ research turn out

- 1 I reckon that you paid too much for that belt.
- 2 Don't wash that shirt in very hot water. It will definitely _____ the material!
- 3 I'm going to do some _____ before I buy a new phone.
- 4 I like these jeans, but I don't know this _____. Is it good?
- 5 Some people _____ that shopping online is 100% safe, but I'm not so sure.
- 6 I'm making a dress, but I have a feeling that it's not going to _____ well.

3 ★★ Are the sentences T (true) or F (false)? Correct the false sentences.

- 1 In the writer's opinion, the question of how often to wash jeans is very important.
F It's not the most important topic in the world.
- 2 The writer agrees with her friend about how often to wash jeans.

- 3 In the writer's opinion, an important person in the clothes industry has a strange idea.

- 4 Freezing jeans is a good way to clean them.

- 5 It's best not to wash your jeans too often.

- 6 The experts make a good recommendation.

4 ★★★ Do you think the information in the blog post is useful and interesting? Why?

LONDON CALLING!

BLOG | SHOP | ABOUT ME | CONTACT ME

TO WASH OR NOT TO WASH JEANS? THAT IS THE QUESTION!

I haven't written a post recently because I've been doing exams all week! Have you missed me? Today, I want to talk about a very important subject: how often to wash denim jeans! OK, maybe it's not the most important topic in the world, but people have very different ideas about it. One of my friends even reckons that you should never wash jeans because it harms them. I don't know about that! Imagine wearing a pair of tight jeans that you haven't washed for over a year! So, anyway, I decided to do some research online about how often you should actually wash jeans. One thing I read really surprised me: the head of a company that makes a very well-known brand of jeans says that he hardly ever washes his. He just puts them in the freezer. He claims that

this keeps them clean! Speaking personally, I wouldn't want to put my jeans next to a packet of frozen peas! And it turns out that the 'freezer theory' isn't correct. After you wear your jeans just once, they're covered in bacteria, skin cells and the natural oils from your body. And freezing them won't eliminate these things. According to the experts, there is one good reason for not washing your jeans very often: they get a little baggier every time you wash them. And most of us don't want to wear baggy jeans! Experts actually say there's no specific recommended frequency for washing jeans – but you should definitely wash them when they start to smell! That sounds like good advice to me!



LANGUAGE IN ACTION

Present perfect simple and present perfect continuous

1 Match the beginnings of the sentences (1–6) with the ends (a–f).

- 1 I've done

2 Jack's been playing football

3 Have they had

4 You've been wearing

5 Bethany hasn't been going

6 Has your dad finished working
- b

- a that jumper all week!

b all my homework.

c in his study?

d for three hours!

e lunch yet?

f to the gym recently.

2 Complete the sentences with the verbs in brackets. Use the present perfect simple (PPS) or present perfect continuous (PPC).

- 1 We haven't made (not make) lunch yet. (PPS)

2 I _____ (do) a lot of clothes shopping recently. (PPC)

3 Ana _____ (visit) a fashion show. (PPC)

4 _____ (they / finish) the game? (PPS)

5 Clara _____ (not speak) to me all day. (PPC)

6 My aunt _____ (have) lots of different jobs. (PPS)

3 Circle the correct options.

- 1 I've felt / been feeling very tired recently.

2 John hasn't *answered* / *been answering* my last email.

3 Rachel isn't here. Has she *gone* / *been going* shopping?

4 Our neighbours have *made* / *been making* a lot of noise.

5 Why have you *bought* / *you been buying* three baggy jumpers?

6 *Did you revise* / *Have you been revising* for your exams all week?

4 Write sentences in the present perfect simple or continuous.

- 1 what / you do / recently?
What have you been doing recently?

2 finally / I / finish / my school project!

3 Nick / wear / the same clothes / all week!

4 you / ever/ be / to France?

5 I / try / to contact you / all day!

6 Jan / not decide / what to do

5 Complete the messages with the correct form of the verbs in the box.

find go shopping ~~look for~~ not buy try on wait

You ¹ *'ve been looking for* a dress for the party for a long time! ² _____ (you) anything yet? Maxine

No! And I ³ _____ for hours! I ⁴ _____ six different dresses, but I ⁵ _____ anything yet! Sarah

Well, I ⁶ _____ for you in the café for too long! I'm going! Maxine

6 Write a sentence about things that you have/haven't done before and a sentence about things that you have/haven't been doing recently.



I've never been to London.

I've been playing a lot of video games recently.

VOCABULARY AND LISTENING

Verbs related to clothes and shoes

- 1 ★ **Circle** the correct options.
- 1 These trousers are very tight. They don't (fit) / *suit* me.
 - 2 Can you please *hang* / *fit* up the trousers over there?
 - 3 Please could you help me *undo* / *fold* the zip on my dress. I want to take it off.
 - 4 People will still wear jeans in 100 years. They will never *wear out* / *go out of fashion*.
 - 5 Do you think these shoes *go with* / *suit* this dress?
 - 6 You look great with those earrings. They really *match* / *suit* you!

- 2 ★★ **Complete the text with the words and phrases from Exercise 1.**

HOW TO LOOK GOOD!

- Some styles ¹ go out of fashion quickly! So, don't wear something that was popular last year!
- Your clothes must ² _____ you perfectly! Don't buy something that you really like if it isn't the right size!
- Buy clothes with 'easy' colours that ³ _____ lots of other colours.
- Know what kinds of clothes ⁴ _____ you! Some people look great in tight jeans – but do you?
- Don't ⁵ _____ your clothes and put them in drawers. It's much better if you ⁶ _____ them _____.

- 3 ★★★ **Write sentences that are true for you. (see the Learn to learn tip in the Student's Book, p14.)**
- 1 How quickly do you wear out your clothes?

 - 2 Do all your clothes fit you well? Why don't they fit?

 - 3 What colours suit you and why?

 - 4 Do you ever wear clothes that have gone out of fashion? Why?



An interview

- 4 ★ **Listen to Caitlin talking about her job as a shop assistant. Put the things she talks about in the correct order.**
- a The bad points of the job ☐
 - b The good points of the job ☐
 - c Why she wanted to work as a shop assistant ☐

- 5 ★★ **Listen again and circle the correct options.**
- 1 Why did Caitlin decide to work as a shop assistant in a clothes shop?
 - a She wants to work as a clothes designer.
 - (b)** She's very interested in clothes.
 - c She likes helping people.
 - 2 What are Caitlin's co-workers like?
 - a They're nice.
 - b Some are nice, some aren't.
 - c She really likes her boss.
 - 3 What happens every one or two months?
 - a She buys clothes with a discount.
 - b She helps with window displays.
 - c New clothes arrive at the shop.
 - 4 How much discount does Caitlin get?
 - a 15%
 - b 50%
 - c It depends on the clothes.
 - 5 What are two negative aspects of the job?
 - a Some of the jobs are a bit boring and the pay isn't very good.
 - b Some of the customers can be rude and you're standing up all the time.
 - c Some customers aren't polite and not all the jobs are interesting.

LANGUAGE IN ACTION

Modifiers

1 ★ Read the phrases and circle the options that have the same meaning.


- 1 absolutely wrong
a totally wrong b a little wrong
- 2 fairly nice
a extremely nice b quite nice
- 3 a lot more difficult
a a bit more difficult b far more difficult
- 4 a bit bigger
a a little bigger b far bigger
- 5 extremely tired
a quite tired b really tired
- 6 pretty far
a rather far b extremely far

2 ★★ Look at the information from a price comparison website. Are the sentences T (true) or F (false)?

● ● ●

Men's jeans


BEST PRICE



EXCLU JEANS

180 €

★★★★★



WRIGHT BROTHERS JEANS

150 €

★★★★



BASIC CO JEANS

20 €

★

- 1 Exclu jeans are extremely expensive. T
- 2 Wright Brothers jeans are rather cheap.
- 3 Exclu jeans are far more expensive than Basic Co jeans.
- 4 Basic Co jeans aren't really cheap.
- 5 Wright Brothers jeans are a bit cheaper than Exclu jeans.
- 6 Basic Co jeans are quite expensive.

3 ★★ Circle the correct options.

- 1 These trousers aren't 'quite' baggy. They're *rather* / extremely baggy!
- 2 Your watch was a bit more expensive than mine, but it's *a little* / *far* better! It's fantastic!
- 3 I'm *quite* / *really* hungry but I'm not very hungry.
- 4 The weather was a *bit* / *far* hotter than we imagined. It was a big surprise.
- 5 Mike's *quite* / *really* generous. I think he's the most generous person I know.
- 6 I'm *fairly* / *totally* sure that the shop's closed today, but perhaps I'm wrong.

4 ★★ Complete the conversation with the missing words. Circle the correct options.

- A How was your holiday in San Sebastian?
- B Only ¹ good, I'm afraid.
- A So, not ² fantastic?
- B No. The weather was ³ terrible. It rained all the time!
- A Oh dear! What about the food? I've heard it's fantastic over there – ⁴ better than the food in the UK!
- B Yes, it was ⁵ delicious! I think it was ⁶ more expensive than the UK, but my dad said the prices weren't too bad.

- 1 a totally b fairly c far
- 2 a a lot b quite c absolutely
- 3 a really b a bit c rather
- 4 a totally b far c a little
- 5 a absolutely b pretty c a lot
- 6 a far b quite c a bit

5 ★★★ Complete the sentences so they are true for you. Use the modifiers from this page.

- 1 Living in my home town is .
- 2 My family is .
- 3 For me, buying clothes is .
- 4 When I compare English and maths, I think English is .
- 5 In my opinion, football is .
- 6 When I compare drinking water or cola, I think .

WRITING
Blog post comments

FIVE WAYS TO SPEND LESS MONEY ON CLOTHES

- Go to second-hand clothes shops!
- Buy your clothes online!
- Swap clothes with friends!
- Only buy clothes in the sales!
- Buy clothes with neutral colours (black, grey or white). They'll go well with all your other clothes!



Great post! Thanks for sharing! TBH, I've always thought that buying clothes online was a bit dangerous. I mean, what happens if you get something and it doesn't fit you? That's a problem! But since reading your post, I've looked at some online clothes sites, and they really help you to find your right size. What's more, some of the clothes are extremely cheap, especially if you buy from China or Hong Kong! I've just bought a flowery dress online and it fits me perfectly! It's absolutely amazing! Sonya

Your post really got me thinking about how to save money on clothes! I've been spending too much recently, so it's become a BIG problem! IMO going to second-hand shops is a really good idea. I had no idea that they had such great stuff! I thought they only had clothes which were out of fashion! I've already bought a great denim shirt and a cool spotted T-shirt. And I've decided to get all my clothes from second-hand shops in the future! They're far cheaper! Aidan

1 Read the blog post and the comments and answer the questions.

- 1 What is the blog post about?
- 2 Which ideas from the post have Sonya and Aidan used?

2 Read the comments again and answer the questions.

- 1 What do TBH and IMO mean?
- 2 Why does Sonya use an exclamation mark in: It's absolutely amazing! ?
- 3 Why does Aidan use capital letters in: It's become a BIG problem! ?

3 Complete the Useful language phrases. Look at the underlined phrases in the blog for help.

- 1 You have really got me thinking about how much I spend.
- 2 I've been thinking and I've to go shopping far less often.
- 3 Great ! Thanks for !
- 4 I had that buying online was so easy!
- 5 reading your post, I've really started to think about how I shop.

Write your own blog post comment.

PLAN

4 Choose one of the five ideas in Exercise 1 and make notes about these things.

Did it go well? Why / Why not?

Which other ideas would you like to try in the future?

WRITE

5 Write your comment. Remember to include the present perfect simple and continuous, modifiers, vocabulary from this unit, phrases from the Useful language box (see Student's Book, p17) and the features from Exercise 2.

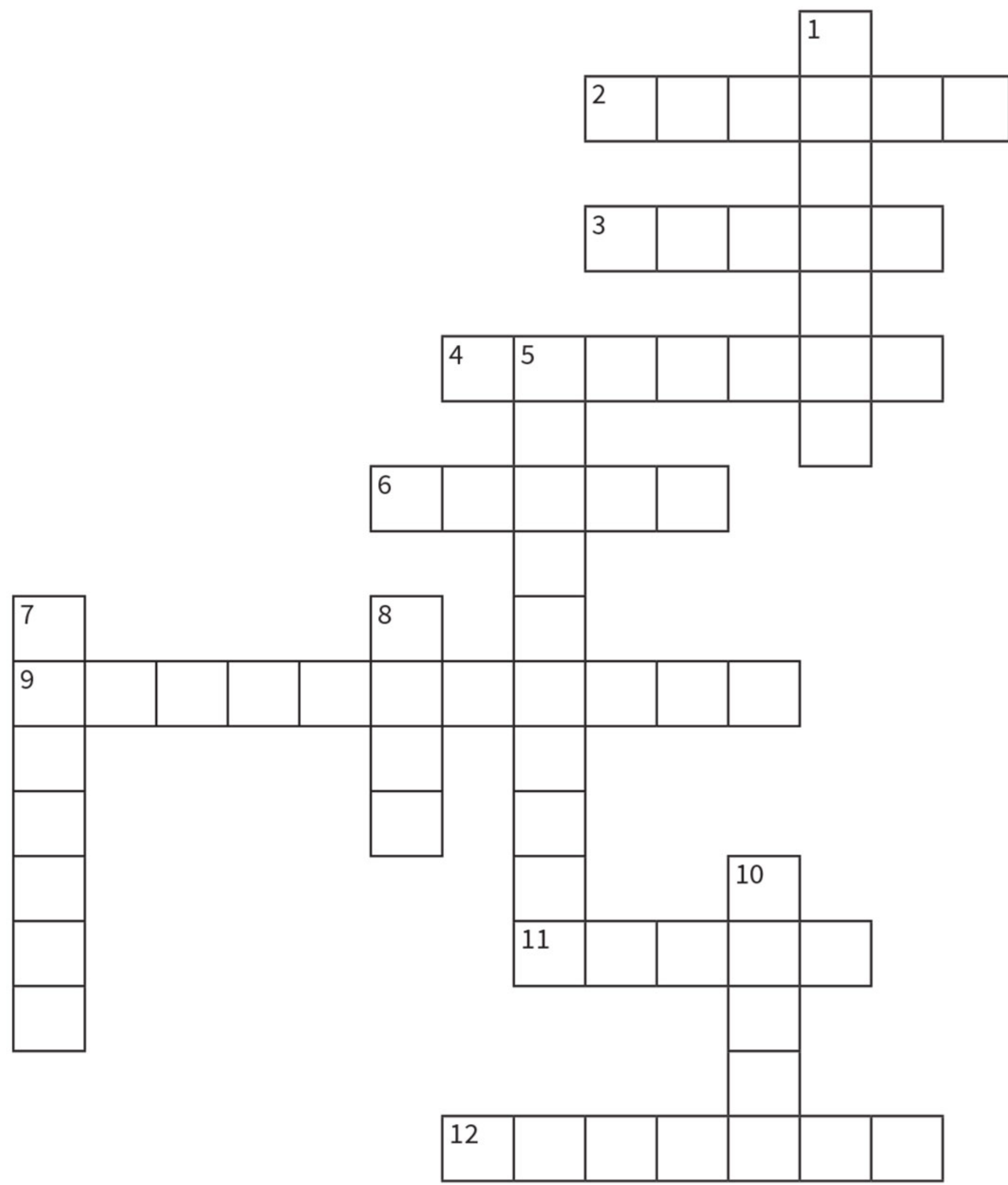
CHECK

- 6 Do you ...
 - explain why an idea might or might not work well?
 - explain what you would like to try in the future?

1 REVIEW

VOCABULARY

1 Complete the crossword. Use the clues.



ACROSS →

- 2 _____ T-shirt
3 _____ jumper
4 _____ scarf
6 _____ trousers
9 _____ - _____ dress
11 _____ shirt
12 _____ top



DOWN ↓

- 1 _____ shirt
5 _____ - _____ shoes
7 _____ skirt
8 _____ shoes
10 _____ jeans



2 Complete the sentences with the words in the box.

do up fit fold go out of fashion go with
hang up match suit undo wear out

- I don't think these shoes will _____ soon. Trainers are always popular.
- You need to _____ the zip on your coat. It's very cold!
- These shorts don't _____ me now, but they weren't too small last year!
- Do you think these earrings _____ the colour of my eyes?
- I never wear brown. It doesn't _____ me.
- I only _____ shirts when I pack a bag. I always _____ them _____ at home.
- That shirt doesn't _____ those trousers. They look terrible together!
- You can _____ the zip on the tent. It isn't raining any more.
- Those are nice shoes, so please don't play football in them. You'll _____ them _____ very quickly!

LANGUAGE IN ACTION

3 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

- 1 I _____ (not see) that film. Is it good?
- 2 Chloe _____ (try) to book tickets all afternoon!
- 3 Oh, no! I _____ (lose) my earring!
- 4 Dan _____ (never / play) chess.
- 5 I _____ (finish)! I'm sorry you _____ (wait) so long.
- 6 _____ (we / buy) everything we need?

4 Read the conversations and **circle** the correct options.

- 1 A How was the party?
B It was *really* / *pretty* good, but not amazing.
- 2 A Did you enjoy the film!
B Yes, it was *fairly* / *absolutely* brilliant!
- 3 A How are you feeling?
B Only *a little* / *a lot* better.
- 4 A Did you do well in your exams?
B My results were *extremely* / *quite* good, but they weren't fantastic.
- 5 A This school project is hard!
B Yes, it is! It's *fairly* / *far* harder than Ms Taylor said!
- 6 A I'm the best player in the team!
B I'm sorry, but you're *rather* / *totally* wrong about that!

CUMULATIVE LANGUAGE

5 Complete the email with the missing words. **Circle** the correct options.

● ● ●

TO: Amy

FROM: Zoe

Hi Amy,
How are you? I'm sorry that I ¹ _____ for a while. I've got lots of news! I ² _____ a course in fashion design and it ³ _____ really well! I ⁴ _____ on a dress with a flowery design all week. I ⁵ _____ it because it's ⁶ _____ hard work. But I love it! I ⁷ _____ that I want to work as a fashion designer in the future. I think it would be a ⁸ _____ brilliant job – and ⁹ _____ more interesting than working in an office! How about you? ¹⁰ _____ life in Chile? Your Spanish must be ¹¹ _____ fantastic now because it was ¹² _____ good before!
Anyway, speak soon!
Zoe

- | | | |
|-----------------------|--------------------------|--------------------------|
| 1 a haven't written | b haven't been writing | c don't write |
| 2 a 've been starting | b start | c 've started |
| 3 a 's gone | b goes | c 's been going |
| 4 a work | b 've been working | c 've worked |
| 5 a haven't finished | b don't finish | c haven't been finishing |
| 6 a far | b a little | c really |
| 7 a decide | b 've decided | c 've been deciding |
| 8 a fairly | b far | c totally |
| 9 a far | b quite | c a bit |
| 10 a Do you enjoy | b Have you been enjoying | c Have you enjoyed |
| 11 a rather | b a lot | c absolutely |
| 12 a pretty | b well | c a lot |

2

CHANGES

VOCABULARY

Phrasal verbs: changes

1 ★★ Circle the correct options.

- Max has settled down / up well at his new school.
- I'm really *looking* / *seeing* forward to next weekend.
- I'm going to sign up / down for yoga classes.
- Let's try / do out the new skate park.
- I'm *having* / *going* through a hard time at the moment.
- Are you going to turn up / down Jack's invitation?

2 ★★ Complete the sentences with the phrasal verbs in the box.

do without end up go back
move out ~~sign up~~ turn out

- Did you sign up for the school trip to Paris?
- The party didn't _____ very well in the end. Not many people came.
- My sister wants to _____ and be more independent.
- If you don't work hard at school, you probably won't _____ with a good job.
- I don't think I could _____ chocolate! I love it!
- I probably won't _____ to my home town when I finish university.

3 ★★★ Complete the personality questionnaire with the correct form of the verbs in the box and the correct prepositions.

do go look forward ~~move~~ move sign try turn

Are you a positive person?



- Would you like to move out of your family's home before you're 25?
- In your life, do things usually _____ well?
- When you are _____ a hard time, do you look for solutions?
- Do you _____ for lots of optional activities at school?
- Do you like to _____ new ways of doing things?
- When you get up, do you always _____ everything you will do in the day?
- Would you like to _____ a new country?
- Could you _____ the Internet for a week?

4 ★ Answer Yes or No to the questions in Exercise 3. How positive are you?

7–8 yes answers: very positive!

5–6 yes answers: quite positive!

Less than 5 yes answers: not very positive!

5 ★★★ Write four sentences with phrasal verbs about what kind of person you are. (See the *Learn to learn* tip in the Student's Book, p23.)

Explore it!



Guess the correct answer. What is the minimum age when you can start working in the UK without your parents' permission?

Find out about when you can legally do something for the first time in your country or in the UK. Then email a question to a classmate or ask them in the next class.

READING

A blog post

- 1 ★ Look at the blog post quickly. Why is Chloe's life new? Tick (✓) the correct answer.
- a She's just got married. ☐
 - b She's at university now. ☐
 - c She's just finished university. ☐

- 2 ★★ Read the blog post and check the meaning of the words in the box in a dictionary. Then complete the sentences.

disappointed keen lecture
law plenty of surrounded

- 1 I did badly in my exams. I'm really disappointed !
- 2 I'm very _____ to move out, but I haven't got the money now!
- 3 The campsite was _____ by trees, so it was very beautiful.
- 4 My cousin's studying _____. He says it's lots of work.
- 5 I know _____ people, but do I have any real friends?
- 6 I've just been to a really interesting _____.

- 3 ★★ Read the first paragraph of the blog post and answer the questions. Write 'no information' if there is no answer in the text.

- 1 Which university is Chloe going to?

- 2 What does Chloe mean when she says that you 'have to start from zero'?

- 3 Why are things turning out well?

- 4 ★★ Read the second paragraph of the blog post and complete the table.

	Studying at school	Studying at university
1	classes in small groups	
2		
3		

- 5 ★★★ Do you think it's a good idea to study away from home? Write three or four sentences.

● ● ●

CHLOE'S CORNER

BLOG

ABOUT

FAQS

A NEW LIFE!


Have you ever had a really special time in your life? Well, I'm having one now because I've just started university! I was really looking forward to it and, so far, I haven't been disappointed! My principal worry before coming was: would it be easy to make new friends? It's a good question because, when you go to uni, you have to start from zero. The old friends you used to see at home aren't there anymore, so you need to create a completely new social life. Well, I'm glad to say that things are turning out really well. I'm living in a hall of residence, which is a special building just

for students. It's the ideal place to be in your first year because you're surrounded by new faces! And everyone's keen to make new friends.

Studying at university feels very different from how things used to be at school. Although there were a lot of students at school, there are over 100 students at my lectures. At school, we would have the chance to ask questions and to discuss things with our teachers. Now you just sit down and take notes! Another big difference is that I only have 12 hours of lectures per week (I'm studying law). The

rest of the time I spend studying alone. That can be quite difficult because you need a lot of discipline! And there are plenty of other, more interesting things to do!

I've settled down really well to university life. There's just one 'small' problem: I need to study more!



LANGUAGE IN ACTION
used to, would and past simple

1 Complete the sentences with the correct form of used to and the verbs in brackets.

- 1 I used to hate (hate) going to the dentist.
- 2 My dad (have) more hair.
- 3 I (not like) carrots.
- 4 My mum (not go) to the gym.
- 5 (you / play) the violin?
- 6 (Matt / be) your best friend?

2 Rewrite the sentences with used to when it is possible.

- 1 I went to bed at ten o'clock last night.
not possible
- 2 In the past, did your granddad ride a bike to work?
- 3 People went to the cinema more often before the Internet.
- 4 Clothes didn't wear out so quickly before.
- 5 Oh, no! Did you leave the keys at home?
- 6 Was there a castle in this town before?

3 Write four sentences about what people used to / didn't use to do. Use the photos for ideas.



Four horizontal lines for writing sentences based on the photos.

4 Circle the correct options.



Things were different when I was young!

Children ¹would / wouldn't listen to their parents and teachers. Now they don't listen!
People ²would / wouldn't run everywhere. They had more time.
We ³would / wouldn't play on the street. It wasn't dangerous then.
People ⁴would / wouldn't think about money all the time. They had better values.
Families ⁵would / wouldn't go abroad on holiday. And some families didn't go anywhere!
We ⁶would / wouldn't listen to the radio more because not everyone had a TV.

5 Rewrite the underlined part of the sentences with would. If it isn't possible, rewrite the sentences with used to.

- 1 We lived in the country before.
We used to live in the country before.
- 2 I often arrived late for school when I was younger.
- 3 Did you wear glasses before?
- 4 My grandma always went for a walk after breakfast.
- 5 My dad often swam in the sea when he lived in Cádiz.
- 6 My mum was a nurse before.

6 Circle the correct option OR options.

- A ¹Did you have / Did you use to have tennis lessons?
- B Yes, I did.
- A So, why ²did / would you stop?
- B My teacher ³would / used to criticise me all the time. So, one day I ⁴decided / used to decide, 'No more tennis lessons!'
- A Really? I ⁵didn't / didn't use to know anything about that! Who ⁶did you / did you use to have lessons with?
- B My dad!

VOCABULARY AND LISTENING

Parts of objects

1 Find nine more parts of objects in the word search.

b	o	l	s	l	e	n	s
h	b	u	t	t	o	n	o
a	t	h	r	o	o	s	p
n	r	c	a	b	l	e	l
d	i	m	p	l	a	y	u
l	l	c	o	v	e	r	g
e	i	h	k	e	y	o	u
t	d	i	s	p	l	a	y

2 Complete the sentences with words from Exercise 1.


- 1 Oh no! A strap on my backpack has broken.
- 2 There's a problem with the _____ on my phone. It's very dark.
- 3 These photos have turned out badly because the _____ on my camera was dirty.
- 4 Let's carry this bag together. You take one _____ and I'll take the other.
- 5 Where's the _____ for the saucepan?
- 6 Is this the _____ for your mobile phone's cable?
- 7 This _____ on my laptop is for changing the audio volume.
- 8 The _____ of this book looks really great, but the book wasn't very interesting!
- 9 You need to attach this _____ to the printer.


3 Write a description of a 'mystery object'. Use at least four of the words from Exercise 1. Send your description in an email to a classmate or ask them to guess the object in the next class.

It's got a display and it's got one or two buttons, but it hasn't got a plug. It hasn't got a handle, but it's got a strap. What is it?

A conversation

4 Listen to a conversation about the past between Katie and her gran. Tick (✓) the things they mention.

- 


1 a plug ☒
- 


2 a calculator ☐

- 

3 a video cassette ☐
- 

4 a TV ☐

- 

5 a camera ☐
- 

6 a PowerPoint presentation ☐

5 Underline the key words in the sentences. (See the Learn to learn tip in the Student's Book, p26.)

- 1 Katie is going to work on a history project. F
- 2 Her gran thinks that young people spend too much time using 'technological things'.
- 3 Katie's gran didn't use a calculator at school.
- 4 There weren't many programmes on TV before.
- 5 Katie thinks that life before sounds fun.
- 6 When her gran was at school, each student had a small blackboard to write on.

6 Listen again. Are the sentences in Exercise 5 T (true) or F (false)?

7 What three modern inventions couldn't you do without?

LANGUAGE IN ACTION

Past perfect with *never, already, by (then), by the time*

1 ★ Read the sentences and underline the action that happened first.

- 1 I had already had lunch when my sister arrived.
- 2 My sister had already got married by the time she was 20.
- 3 Dan wasn't happy because I had turned down his invitation.
- 4 By the time the match finished, we had scored five goals!
- 5 We had walked a very long way by the time we found the river.

2 ★★ Match the beginnings of the sentences (1–5) with the ends (a–e).

- 1 I had never seen snow
- 2 We had only been at the hotel a few minutes when
- 3 Had you ever run more than 5 km
- 4 By the time my granddad settled in England,
- 5 We had already been to six different shops
- a by the time Clara decided to buy something.
- b before today?
- c before I went to Sierra Nevada.
- d he'd lived in six different countries.
- e the storm started.

3 ★★ Put the words in the correct order to make sentences.

- 1 car / seen / had / the / already
I had already seen the car.
- 2 had / then / back / by / come
Jack _____
- 3 rang / woken up / you / I / when / already / ?
Had _____
- 4 abroad / never / year / had / last / been / I
Before _____
- 5 then / a snake / ever / you / before / seen / ?
Had _____

4 ★★ Complete the sentences with the past simple or the past perfect.

- 1 Pablo had never had (never / have) guitar lessons before he gave (give) his first concert.
- 2 _____ (Sean / ever make) lasagne before today?
- 3 School _____ (already / start) when I _____ (arrive).
- 4 By the time Sara _____ (leave) England, she _____ (learn) to speak English very well.
- 5 I _____ (never / feel) real terror until I _____ (see) that film!
- 6 _____ (everyone / already / go) to bed by the time the fire _____ (start)?

5 ★★★ Complete the text with the past simple or the past perfect.

Emma ¹ moved (move) to a new school last year. By the time she ² _____ (be) there a couple of weeks, she ³ _____ (already / settle) down very well. And now things are going even better! Last week she ⁴ _____ (become) the captain of the school football team. She ⁵ _____ (be) very happy about this because she ⁶ _____ (always / want) to be the team captain. And yesterday she ⁷ _____ (receive) her exam results. More good news! She ⁸ _____ (never / get) all top marks before!



6 ★★★ Complete the sentences with your own ideas. Use the past perfect.

- 1 Before this year, I _____
- 2 We didn't win the match because we _____
- 3 I signed up for karate lessons because _____
- 4 By the time Ella finished university, _____
- 5 Max was going through a hard time because _____

WRITING
An opinion essay

1 ★ Look at the essay quickly. Does the writer think that life used to be better in the past?

2 ★★ Read the essay and answer the questions. Tick (✓) and circle the correct answers.

1 In which TWO paragraphs does the writer give ideas to support their opinion?

A ☐ B ☐ C ☐ D ☐

2 In paragraph A, the writer asks a question / gives their opinion.

3 In paragraph D, the writer repeats their opinion / asks the reader a question.

3 ★★ Complete the essay with the Useful language phrases in the box.

firstly in addition in conclusion
secondly therefore
this means that

4 ★★ What different words or expressions does the writer use to avoid repeating items 1–4 below?

- 1 in the past (paragraph B) _____
2 better (paragraph B) _____
3 situation (paragraph B) _____
4 look at (paragraph D) _____

5 ★★ Complete the sentence.
In paragraphs B and C, to describe life in the past, the writer uses the past simple, _____ and _____.

Did life use to be better?

A Older people often say that, in the past, life used to be better. However, in my opinion, this is simply not true.

B ¹ Firstly, let's look at the situation of women. In the old days, many men (and some women) used to think that a woman's role in life was to be a mother and to do the housework and the cooking. Fortunately, attitudes have changed a lot since then! ² _____ women today are in a much more favourable position.

C ³ _____, the number of very poor people around the world has decreased significantly in the last 20 or 30 years. ⁴ _____, many children in poor countries would die when they were still very young. This happens far less often now. ⁵ _____ we can talk about huge change in two very important areas.

D ⁶ _____, the world today is a much better place. If we examine the facts, no one would want to go back to a 'golden past'. This past only exists in some people's imagination. It never existed in reality.



Write an opinion essay.

PLAN

6 ★★ Look at the statement. In your notebook, write down three reasons why you agree or disagree with it.

It's more important to speak English today than in the past.

WRITE

7 ★★ Write your opinion essay. Remember to include four paragraphs, and examples of *used to*, *would*, the past simple, past perfect and the Useful language phrases from Exercise 3.

CHECK

- 8 Do you ...
- give your opinion?
 - give reasons for your opinion?
 - summarise your opinion?

LANGUAGE IN ACTION

1 Rewrite the second sentence so that it has a similar meaning to the first. Use the phrasal verbs in the box.

do without go back go through look forward to move to settle down try out turn down

- 1 Let's return to the bus station.
Let's _____ the bus station.

2 I'm very excited about the concert on Saturday.
I'm _____ the concert on Saturday.

3 I have to have a shower.
I can't _____ every morning.

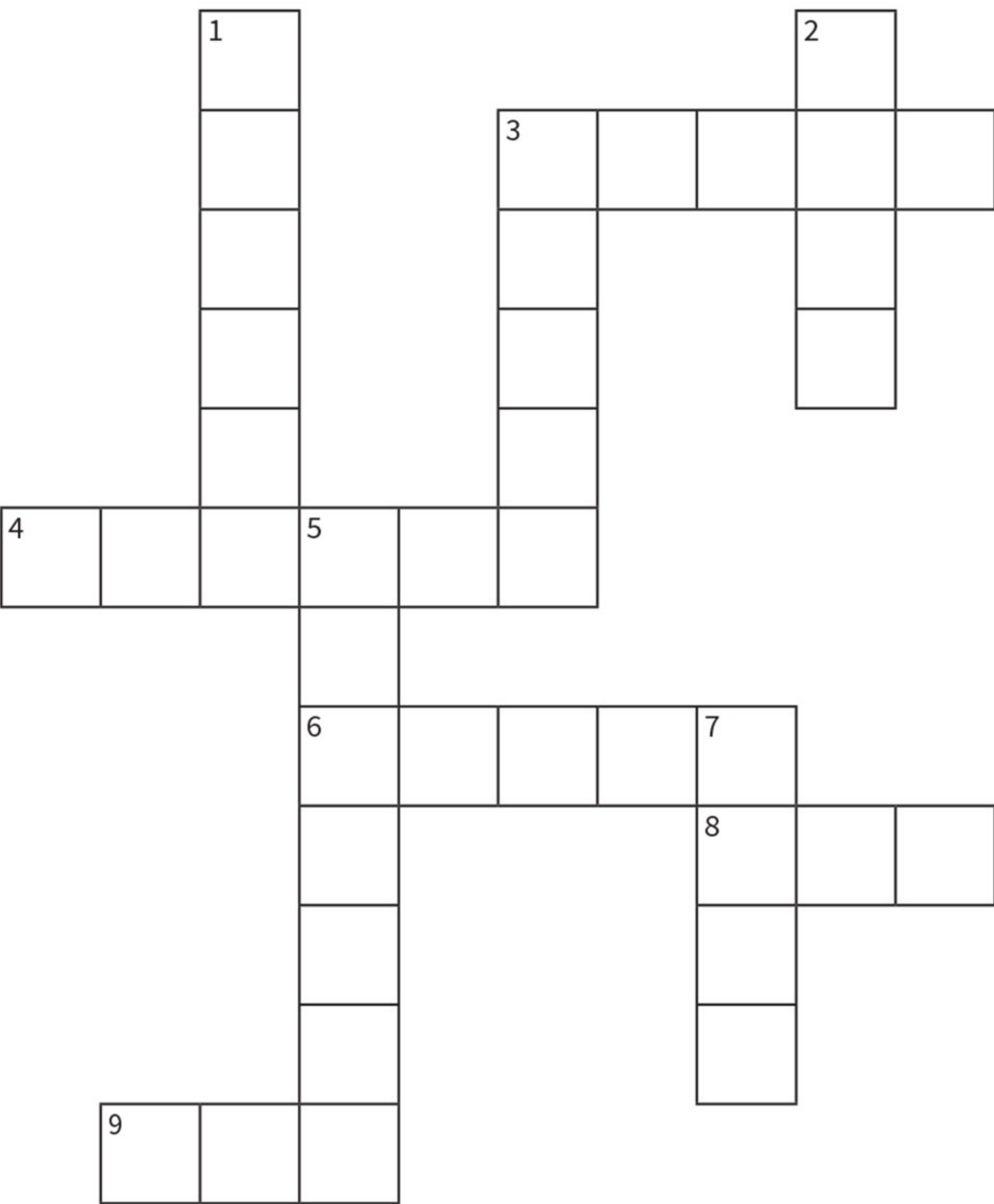
4 I'm sorry, but I can't accept your invitation.
I'm sorry, but I have to _____.
- 5 Mike's adapting well to life in Milan.
Mike's _____ in Milan.

6 Bethany isn't enjoying life at all at the moment.
Bethany is _____ a hard time at the moment.

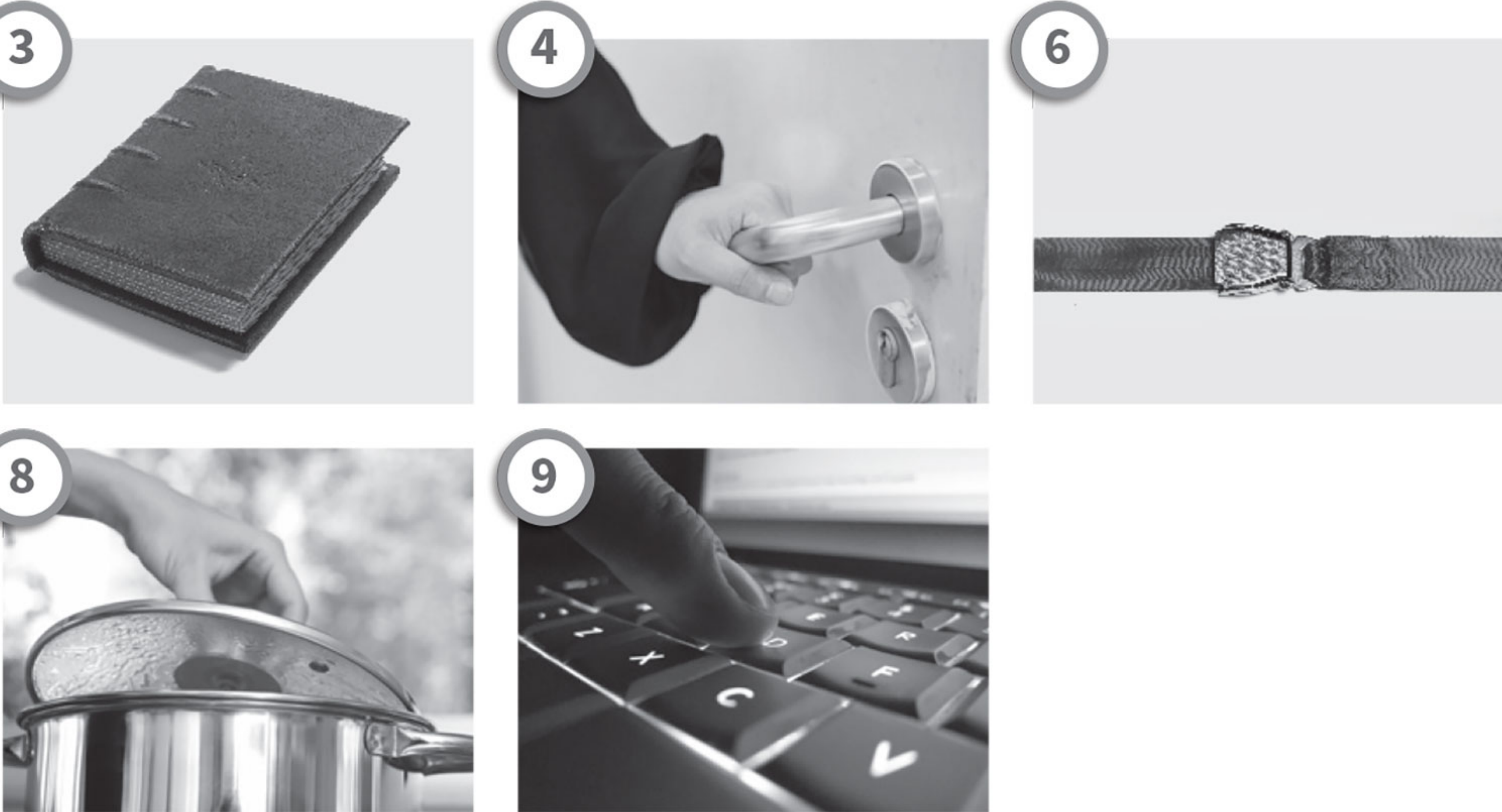
7 Jack used to live in London, but he went to live in Manchester.
Jack _____ Manchester.

8 Let's see what this new video game is like!
Let's _____ video game!

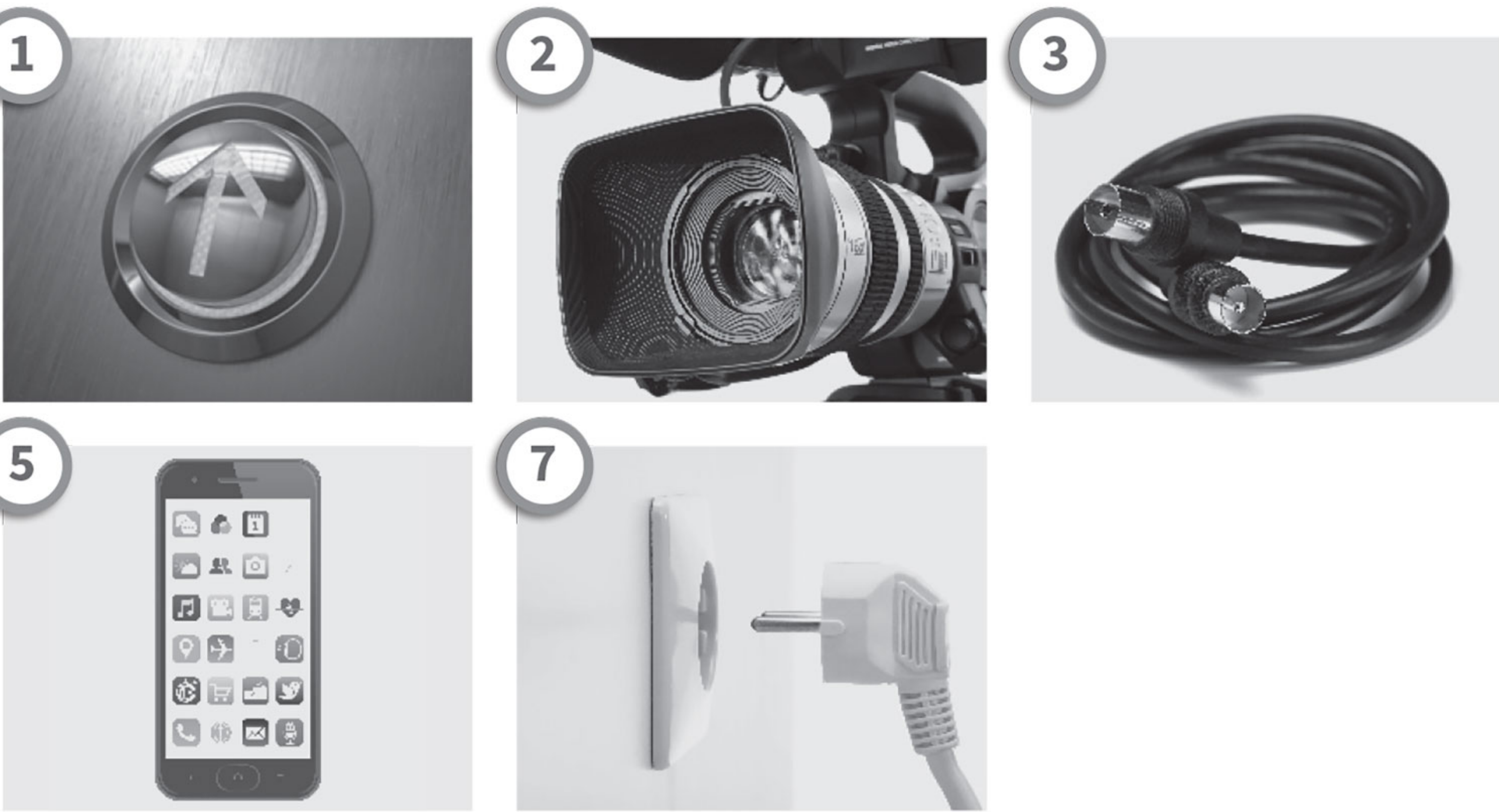
2 Complete the crossword. Use the picture clues.



Across →



Down ↓



LANGUAGE IN ACTION

3 Complete the text with *used to*, *would* or the past simple of the words in brackets.

When my mum was ten, she ¹_____ (get) a cat for her birthday. She loved the cat and it ²_____ (follow) her everywhere. The cat ³_____ (explore) other people's gardens and he ⁴_____ (fight) with other cats from time to time. Then one day, the cat ⁵_____ (not come) home. Mum ⁶_____ (be) so sad – she ⁷_____ (put up) posters to try and find him. Finally, he came home five days later. Mum was very happy!



4 Circle the sentence (A or B) that has a similar meaning to the first.

- 1 The train had already left when we got to the station.

A When we got to the station, the train left.

B We arrived at the station late, so we missed the train.
- 2 Before we went to Turkey last year, I'd never been there.

A Last year was the first time I was in Turkey.

B I didn't visit Turkey last year.
- 3 By the time I learned to drive, I'd spent lots of money on driving lessons.

A I spent a lot of money before I could drive.

B I learned to drive before I spent a lot of money.
- 4 Amy hadn't finished her homework when Aidan came.

A Aidan arrived and Amy finished her homework.

B When Aidan came, Amy was still doing her homework.
- 5 Ryan had never seen a lion before he went to the zoo last week.

A Ryan didn't see a lion at the zoo.

B Before his trip to the zoo last week, Ryan hadn't seen a lion.
- 6 We had taken lots of photos by the time our holiday was over.

A We took a lot of photos on holiday.

B When our holiday finished, we took lots of photos.

CUMULATIVE LANGUAGE

5 Complete the text with the missing words. Circle the correct options.

Joe said, 'I ¹_____ to this new school a month ago, but I ²_____ down to life here very well.' 'I ³_____ through a hard time?' I asked him. 'Yes, I ⁴_____', he said. 'It's been ⁵_____ difficult. At my old school, I ⁶_____ lots of friends. And I ⁷_____ them very often after school. Before I came here, I ⁸_____ that it would be so hard to make new friends. It's been ⁹_____ harder than I thought.' 'I ¹⁰_____ up for any school clubs?' I asked. 'Yes, I ¹¹_____ to two or three different ones,' Joe replied. 'You know, I ¹²_____ quite popular at my old school,' he continued. 'Nothing like this ¹³_____ to me before.'

- | | | | | | |
|-------------------|--------------------|-----------------------|---------------------|-------------------|----------------------|
| 1 a moved | b had moved | c used to move | 8 a hadn't | b haven't | c wouldn't |
| 2 a didn't settle | b haven't settled | c hadn't settled | expected | expected | expect |
| 3 a Did you go | b Had you gone | c Have you been going | 9 a pretty | b totally | c far |
| 4 a did | b have | c been | 10 a Did you sign | b Have you signed | c Had you signed |
| 5 a far | b absolutely | c really | 11 a 've been going | b had gone | c would go |
| 6 a would have | b used to have | c have had | 12 a used to be | b would be | c 've been |
| 7 a had seen | b have been seeing | c would see | 13 a had happened | b has happened | c has been happening |

3

FOOD FOR THOUGHT

VOCABULARY

Cooking verbs

1 Find 11 more verbs for cooking in the word search.



c	h	o	p	o	p	e	e	l
r	o	v	g	r	i	l	l	d
i	s	e	a	s	o	n	s	i
s	p	r	e	a	d	o	l	h
h	o	c	r	a	m	f	i	e
a	r	o	a	s	t	f	c	a
r	e	o	v	e	r	r	e	t
b	a	k	e	m	y	y	o	t
o	m	u	g	r	a	t	e	e

2 Circle the verb that goes with the food.

- 1 grate / peel cheese
- 2 bake / heat milk
- 3 peel / season an apple
- 4 grate / roast a chicken
- 5 spread / roast butter
- 6 chop / slice bread
- 7 grate / fry eggs
- 8 peel / overcook fish

3 Complete the sentences with the words in the box.

bake chop grill ~~overcook~~ season spread

- 1 Please don't overcook the meat. One or two minutes is enough.
- 2 _____ the onions into small pieces.
- 3 Do you often _____ bread in the oven?
- 4 When you barbecue, you _____ meat over a fire.
- 5 _____ the dish with salt and pepper.
- 6 Have you got a knife to _____ the jam?

4 Complete the recipe with the words in the box.

fry grate heat overcook
season slice spread



A fantastic snack

¹ Slice some bread and toast it. Take some paté and
² _____ it on the bread.
³ _____ some cheese and put it on the paté. In a pan, ⁴ _____ some oil. Then, put an egg in the pan and ⁵ _____ it for only one or two minutes. Don't ⁶ _____ it! Put the egg on the bread. ⁷ _____ with black pepper. It's ready to eat!

5 Write how to make something simple (e.g. an omelette, a milkshake, your favourite sandwich).

6 Write the adjective form of the verbs in Exercise 2 in the table. (See the *Learn to learn* tip in the Student's Book, p35.)

-ed ending	other
grated,	

Explore it!



Guess the correct answer.

What is the main ingredient of this dish called Bombay Duck?

- a duck b horse meat c fish

Find the answers to the questions:

- 1 What is bubble and squeak?
- 2 When do people in England have it?



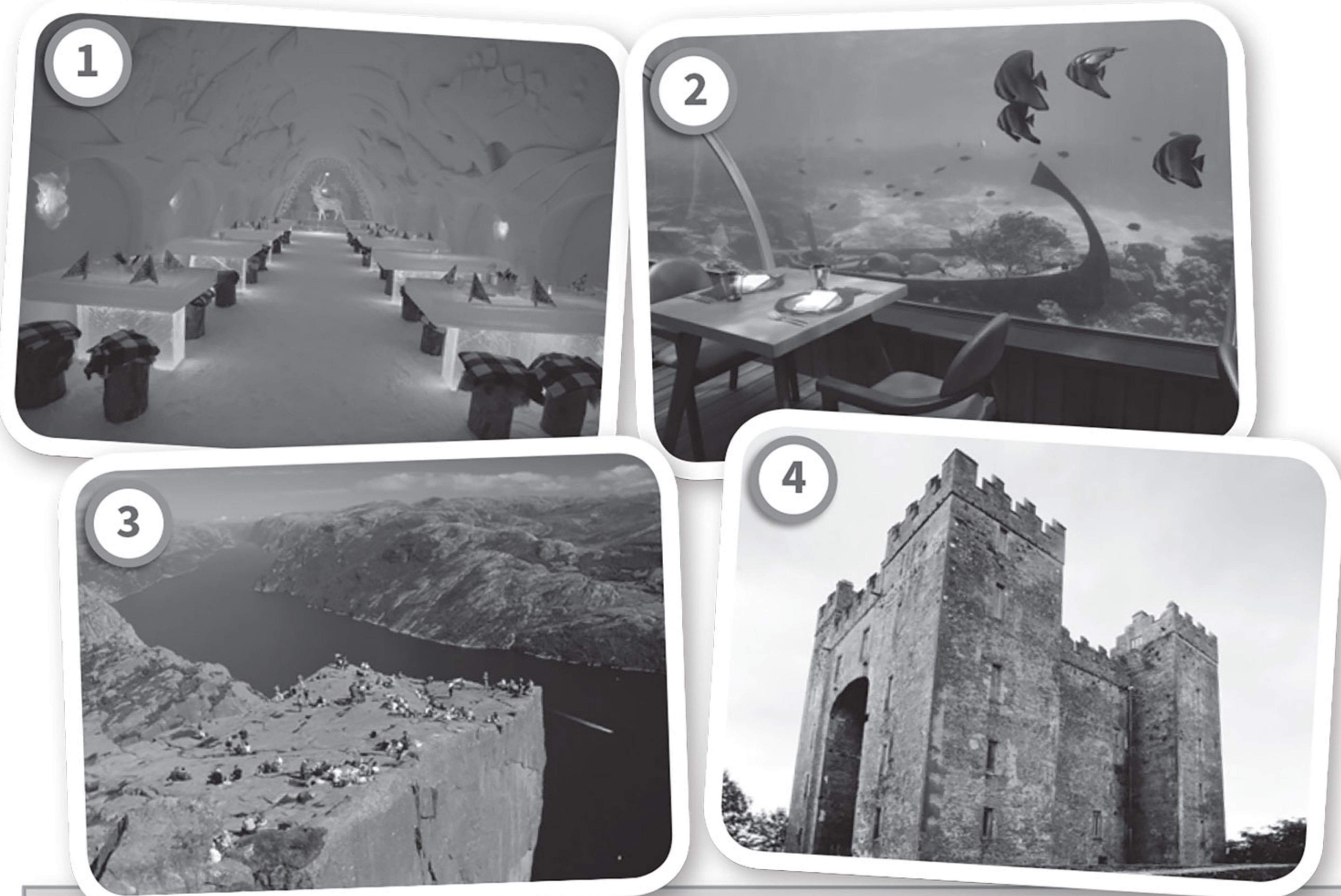
READING

An online forum

- 1 ★ Match the photos (1–4) with the four comments on the online forum (A–D).
- 2 ★★ Read the text and check the meaning of the words in the box in a dictionary. Then complete the sentences.

costume freezing highlight
hiking melt sensible

- 1 What costume are you going to wear to the fancy-dress party?
- 2 Riding your bike at night without lights is not _____ at all.
- 3 Eat your ice cream quickly or it'll _____!
- 4 My friend Mia goes _____ even in the middle of winter!
- 5 It's _____ outside, so put on a warm coat.
- 6 The _____ of the meal was when they brought out my birthday cake.
- 3 ★★ Complete the article with the missing sentence parts (a–f).
- a The food was OK
- b and they read some poems
- c because it's so incredibly beautiful
- d My sister doesn't eat meat
- e ~~The highlight of the trip was when we went to an undersea restaurant~~
- f in the summer
- 4 ★★★ Which of the four places would you most like to eat at? Why? Write three or four sentences.



● ● ●

ASK IT!

HOME ANSWER NOTIFICATIONS SEARCH

Where's the most memorable place you've ever eaten?

A

My dad won £100,000 on the lottery and he decided to do something very sensible with it: he took all of us on holiday to the Maldiv Islands! (They're about 400 miles south-west of India.) ¹ e . Beautiful tropical fish swam past as we ate! It was an experience that I'll never forget! ² _____, but nothing special.

Sam, London

B

In the north of Finland, there's a fantastic snow hotel with a restaurant made of ice! It's only open in the winter. Perhaps it melts ³ _____! You need to wear warm clothes or you're going to be freezing because you sit on ice chairs all the time! We had grilled salmon (very good!), but the roast meat for the main course was a bit overcooked. Oh well, nowhere's perfect!

Oona, Helsinki

C

When we were on holiday in Ireland, we went for a medieval dinner at Bunratty Castle. It was a lot of fun! They had actors in traditional costumes, ⁴ _____. There was also Irish music. The food was good, but we didn't eat with our hands like in Medieval times! They did vegetarian food, too. ⁵ _____ and she loved the baked carrots with grated cheese.

Charlotte, Bristol

D

The most memorable place I've eaten was Pulpit Rock in Norway. The meal wasn't exactly spectacular – a sandwich, an energy bar and an apple! But the view was spectacular! You could see for miles! And the food didn't taste bad after hiking for a couple of hours! It's not easy to get to Pulpit Rock from Ireland. But I might go back a second time ⁶ _____!

Conor, Dublin

LANGUAGE IN ACTION

Future tenses

1 ★ Match the verbs in sentences 1–6 with the uses (a–c).

- 1 We're meeting at six o'clock.

2 The bus leaves at 10 am.

3 I'm going to study more this year.

4 Are you and Jack playing tennis tonight?

5 The restaurant opens at 7 pm.

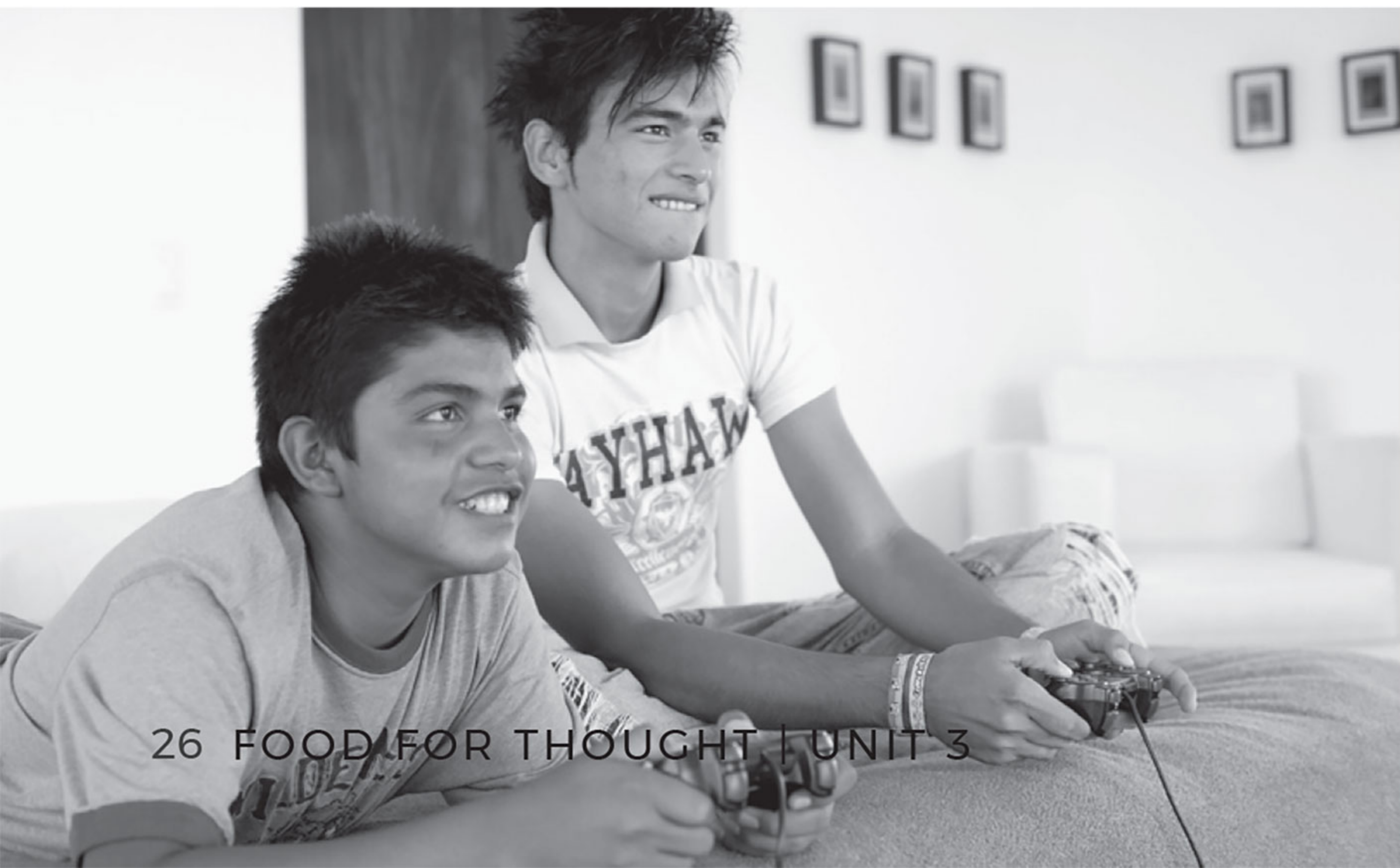
6 Zoe's going to try to make lasagna.
- c

- a To talk about future plans and intentions
- b To talk about scheduled or timetabled events
- c To talk about fixed arrangements in the future

2 ★★ Circle the correct options.

- 1 What do you do / are you doing tonight?
- 2 The match starts / is starting in five minutes!
- 3 My sister learns / is going to learn to drive next year.
- 4 We meet / 're meeting in the park at six o'clock.
- 5 I make / 'm going to make dinner in a few minutes.
- 6 Joel has / is going to have a piano lesson in a few minutes.
- 7 I'm getting / 'm going to get my green belt in judo this year. It's my big goal for the year.
- 8 We go / 're going skateboarding this weekend.

3 ★★★ Write about two fixed future arrangements that you have / haven't made and two future intentions that you have / don't have.



4 ★ Match the underlined verbs in sentences 1–3 with the uses (a–c).

- 1 Those biscuits smell amazing. And I'm sure they're going to taste delicious!
- 2 More people will become vegetarians in the future.
- 3 I might want some more pizza. Let me finish this first!

- a a future prediction that we don't feel sure about
- b a future prediction based on evidence in the present
- c a future prediction that we feel sure about

5 ★★ Complete the predictions with *be going to*, *will* or *may/might* and the verbs in the box.

come have love ~~miss~~ not cost not finish

- 1 Oh, no! It's 5.59! We 're going to miss the six o'clock train!
- 2 John _____ to the party. Let's wait and see!
- 3 I'm sure Deborah _____ the present you chose for her. You have great taste.
- 4 This meal _____ a lot! Prices are cheap!
- 5 Some experts say that one day everyone in the world _____ enough food to eat.
- 6 I _____ this book tonight, but I'm going to try.

6 ★★★ Complete the conversation with the correct form of the verbs in brackets. Use the present simple, present continuous, *be going to*, *will* or *may/might*.

- A I ¹'m never going to cook (never / cook) a big meal again!
- B Why? It wasn't so bad. And I'm sure your cooking ²_____ (get) better in the future.
- A Hmm ... I suppose I ³_____ (make) some progress.
- B Don't be so negative! Anyway, what ⁴_____ (you / do) after lunch?
- A I ⁵_____ (go) to the cinema with Will. The film ⁶_____ (start) at 5 pm.

7 ★★★ Complete the sentences with your own ideas.

- 1 In ten years' time, I might _____.
- 2 In 100 years, everyone will _____.
- 3 I might _____.

VOCABULARY AND LISTENING

Quantities

1 ★ (Circle) the correct expression of quantity to describe each photo.



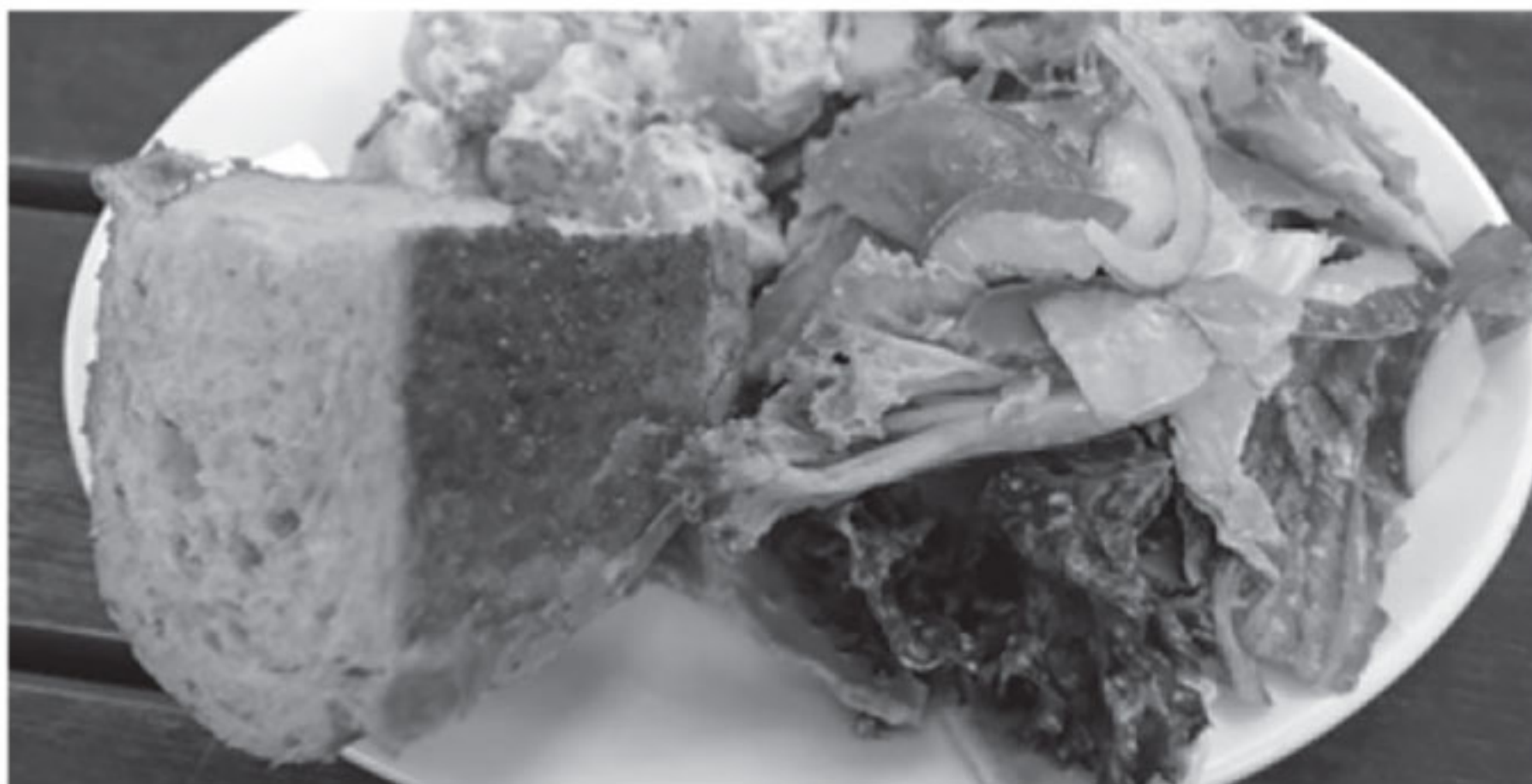
1 a splash / cup of milk



2 a packet / pinch of salt



3 a spoonful / packet of sugar



4 a slice / piece of bread



5 a sprinkle / handful of sugar



6 slices / chunks of pineapple

2 ★★ Complete the table with the quantities in the box.
(see the *Learn to learn* tip in the Student’s Book, p38.)

a cup of a handful of a packet of a piece of
a pinch of a slice of a splash of a spoonful of
a sprinkle of ~~chunks of~~

sugar	milk	cheese
		chunks of

3 ★★★ Write about three things you like to eat or drink. Use the expressions of quantity in Exercise 2.

I love two slices of toast and jam for breakfast.

An interview

4 ★ Listen to a man talking about his job. Are the sentences *T* (true) or *F* (false)?

- 1 James has his own food shop. ____
- 2 James works a lot. ____
- 3 His job has several good points. ____
- 4 He never has time to eat the food that he cooks. ____

5 ★★★ Listen again and complete the sentences with ONE word from the interview.

- 1 James works in the city of London.
- 2 In the restaurant there can be _____ people eating at the same time.
- 3 The food needs to arrive at customers’ tables quickly and the dishes need to be _____ quality.
- 4 James doesn’t _____ down very often while he’s working.
- 5 It’s a profession for people who are _____.
- 6 It’s very different from an _____ job.
- 7 The opinion of the _____ is important to James.
- 8 It’s important to _____ the food.

6 ★★★ Would you like to do James’ job? Why / Why not? Write three or four sentences.

LANGUAGE IN ACTION

Future continuous and future perfect

1 Complete the sentences with the verbs in brackets in the future continuous.

- 1 I 'll be reading (read) this book all evening.
- 2 He _____ (listen) to the podcast later.
- 3 I _____ (not lie) on the sofa all afternoon!
- 4 My parents _____ (not work) this time tomorrow.
- 5 _____ (we / eat) at two o'clock?
- 6 _____ (Aidan / cook) for a long time?

2 Look at Chloe's diary. Complete the sentences with the correct future continuous form of the verbs in brackets and short or long answers.

Monday	Tuesday	Wednesday
tennis (5 pm)	homework (morning)	dance class (6 pm)

- 1 She 'll be playing (play) tennis at 5 pm on Monday.
- 2 She _____ (not do) homework on Tuesday afternoon.
- 3 She _____ (start) her dance class at 6 pm on Wednesday.
- 4 A _____ (Chloe / play tennis) on Monday?
B _____
- 5 A What day _____ (she / have) her dance class?
B _____

3 Circle the correct options.

- 1 I'm going to bed very late tonight. I 'll / won't have gone to bed by 11 pm.
- 2 I hope that I 'll / won't have learned to drive in a few years' time. I think it would be fantastic!
- 3 My mum works abroad. By tomorrow, I 'll / won't have seen her for two months.
- 4 My dad often cooks for the family. He 'll / won't have cooked several meals for us by the end of this week.
- 5 A Will you have become a doctor by the time you're 20?
B That's impossible! Yes, I will. / No, I won't.

4 Complete the conversation with the verbs in the box in the future perfect and short answers.

arrive grill ~~make~~ not fry not have slice

- A Will you have made (you) lunch by one o'clock?
- B No, I won't. Why?
- A The guests will have arrived by then!
- B Oh, no! I won't have fried the potatoes to make the chips, but I will have sliced them.
- A And will you have grilled (you) all the meat?
- B No, I won't. I will have fried time!

5 Circle the correct time expression.

- 1 I'll be sleeping in two hours' time / by the end of this week.
- 2 Will you be sitting by the pool this time tomorrow / by the time you're 18?
- 3 We'll have finished all our exams by the end of this month / for three hours!
- 4 Next Tuesday / By the end of this year, we'll have visited five different countries!
- 5 We'll be eating that roast chicken in five minutes / by the time it's cooked.

6 Use the future continuous or future perfect to write about things that you will do / you hope that you will do.

- 1 By the end of this year, _____.
- 2 At nine o'clock tonight, _____.
- 3 Next weekend, _____.
- 4 By the time I'm 30, _____.

WRITING

A listicle

- 1 ★ Look at the listicle quickly.
What is it about?
- 2 ★★ Read the listicle. Are the sentences *T* (true) or *F* (false)?

1 Tight clothes will be popular.
F

2 We will need to buy new clothes more often. ____

3 We will wear very different shoes from today. ____

4 We'll have less choice when we buy clothes. ____

5 Clothes will become intelligent. ____
- 3 ★★★ Rewrite the sentences with the underlined Useful language phrases in the listicle.

1 More information here soon!
Watch this space! _____

2 Smart clothes will be the usual thing we wear. _____

3 I can't imagine anything more exciting than being a fashion designer. _____

4 T-shirts will always be popular. (three expressions)

FIVE FUTURE FASHION TRENDS!

1 Baggy clothes will be everywhere!

Comfortable baggy clothes will be the norm as the planet gets hotter. Tight denim jeans will have gone completely out of fashion by 2030, and clothes made of cool cotton will be in all the shops.



2 Clothes will wear out more quickly!

Fast fashion will mean that most clothes will only last five or six months. Clothes will become cheaper as a result.

3 Trainers are here to stay!

People of all ages wear trainers nowadays and that isn't going to change. If you ask me, trainers will be around forever. I love trainers, so what could be better news than that?



4 Clothes to match eyes and hair colour!

Very soon, we won't just be buying clothes by size. You'll be able to buy clothes to match your eyes or hair colour. Everything will be personalised. Watch this space!

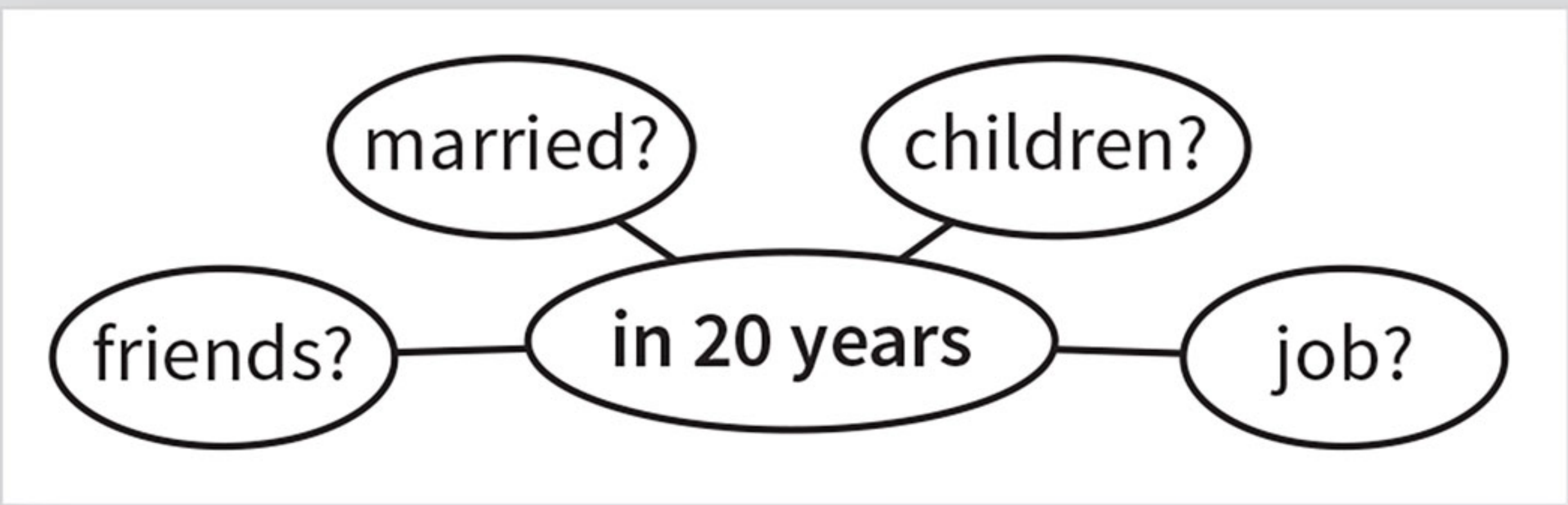
5 High-tech clothes!

We already have smart phones and they aren't going anywhere. But soon we'll have smart clothes, too! They'll adapt to our body temperature and even to our size! The future's going to be exciting!

Write your own listicle.

PLAN

- 4 ★★ Make notes on the theme 'Five ways my life will be different in 20 years' time'. Use the mind map to generate ideas.



WRITE

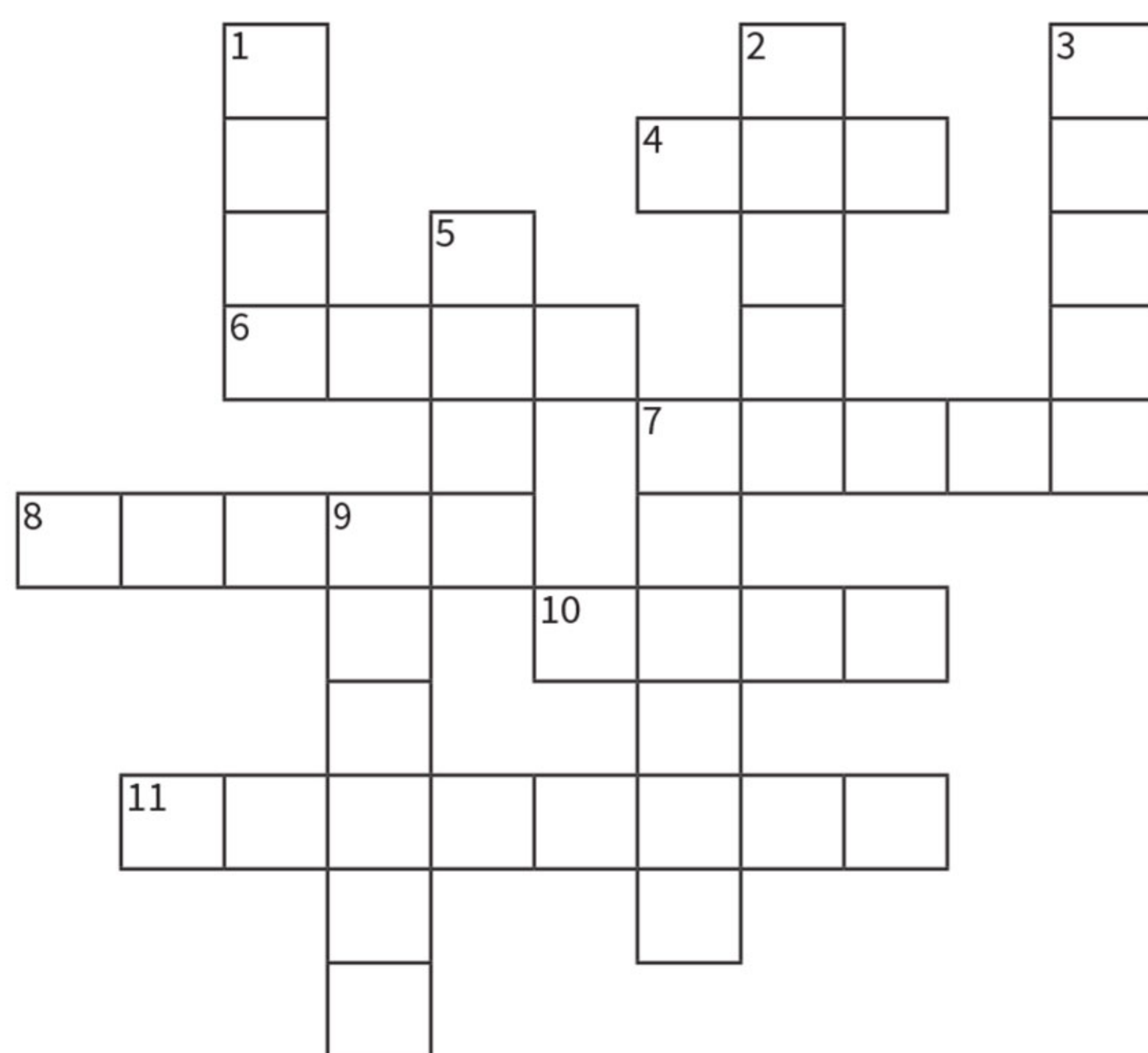
- 5 ★★★ Write your listicle. Remember to include future tenses, vocabulary from this unit and expressions from the *Useful language box* (see Student's Book, p41).

CHECK

- 6 Do you ...
- explain what you will or might be doing in the future?
 - explain what will be normal in the future?
 - make any other predictions?

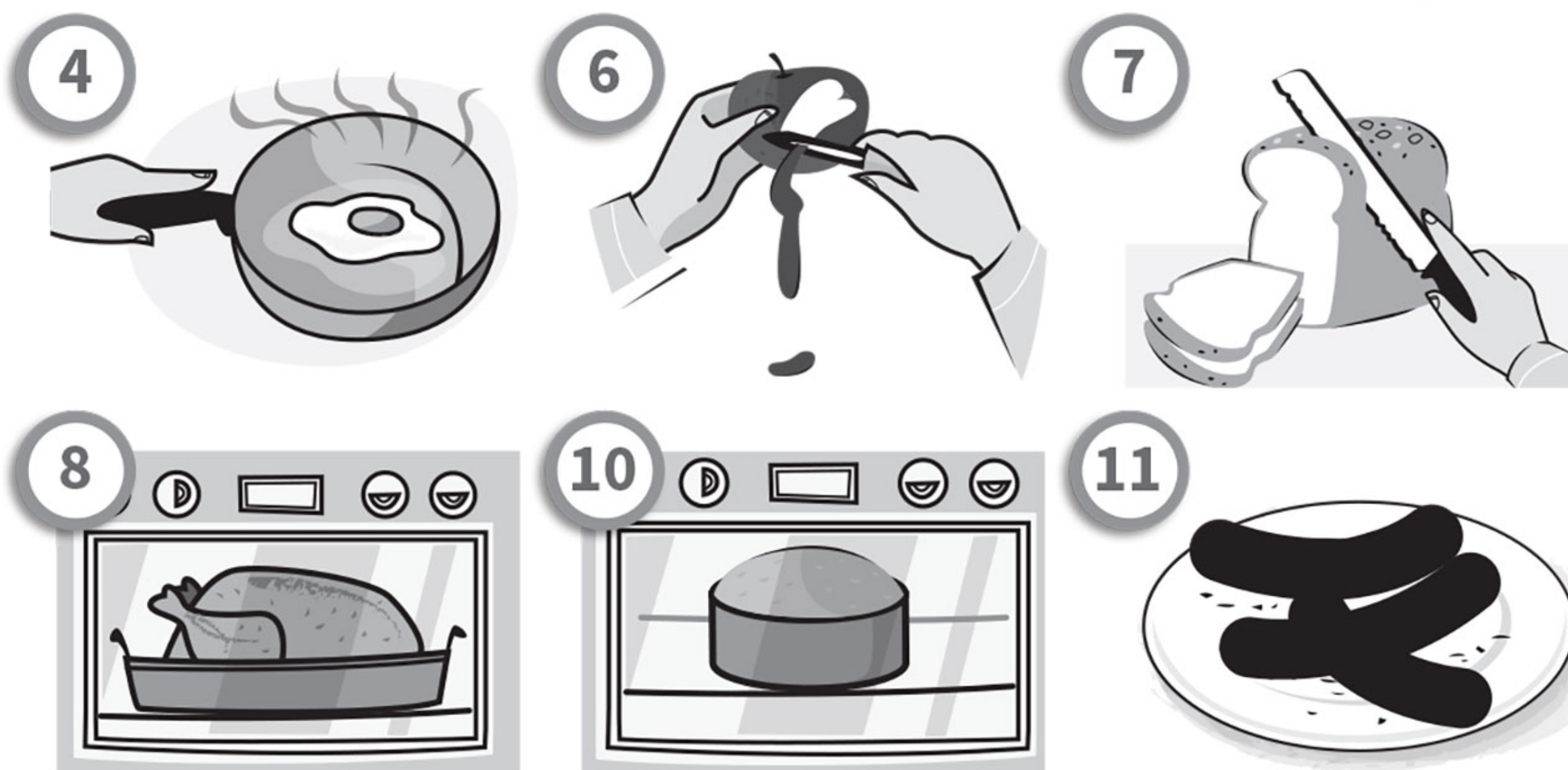
VOCABULARY

1 Complete the crossword. Use the clues.



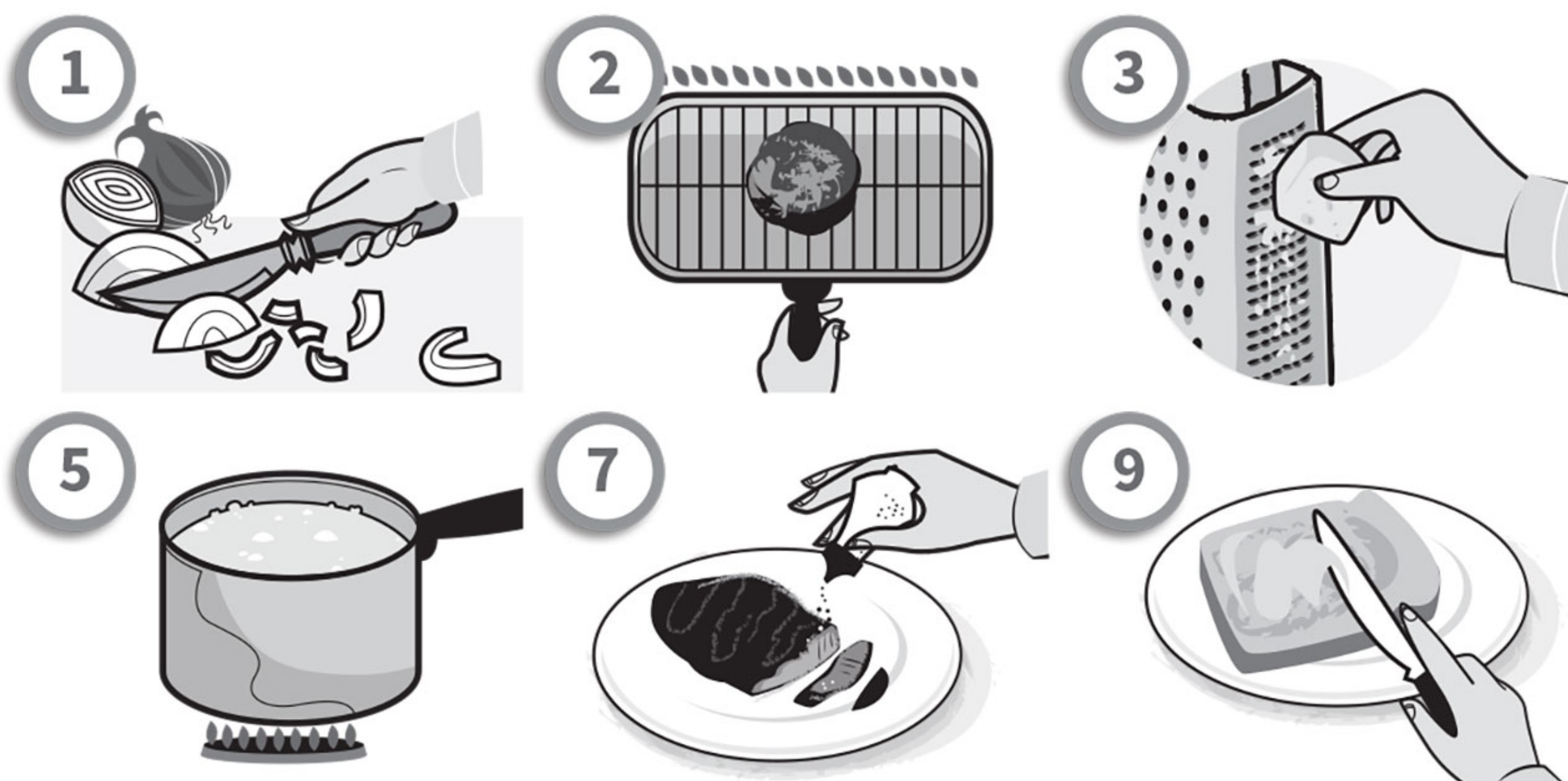
ACROSS →

- 4 _____ an egg 8 _____ chicken
6 _____ an apple 10 _____ a cake
7 _____ bread 11 _____ sausages



DOWN ↓

- 1 _____ onions 5 _____ water
2 _____ a veggie burger 7 _____ meat
3 _____ cheese 9 _____ butter



2 Circle the correct options.

- 1 a cup of *sugar* / *fish*
- 2 a piece of *salt* / *chocolate*
- 3 a slice of *cake* / *milk*
- 4 some chunks of *yoghurt* / *cheese*
- 5 a handful of *nuts* / *milk*
- 6 a packet of *water* / *crisps*
- 7 a pinch of *pepper* / *chicken*
- 8 a sprinkle of *potatoes* / *grated cheese*
- 9 a spoonful of *apples* / *olive oil*
- 10 a splash of *vinegar* / *salt*

LANGUAGE IN ACTION

3 Circle the correct options.

- 1 What time *does* / *will* the film start?
- 2 I *will* / *'m going to* make pizza for the first time next weekend.
- 3 *Do you go* / *Are you going* to the market with Sean this weekend?
- 4 Dad *might* / *will* be late for dinner tonight. It depends on when he finishes work.
- 5 I think that in the future people *will eat* / *are eating* less meat.
- 6 My cousin *will stay* / *is staying* at my house tonight.

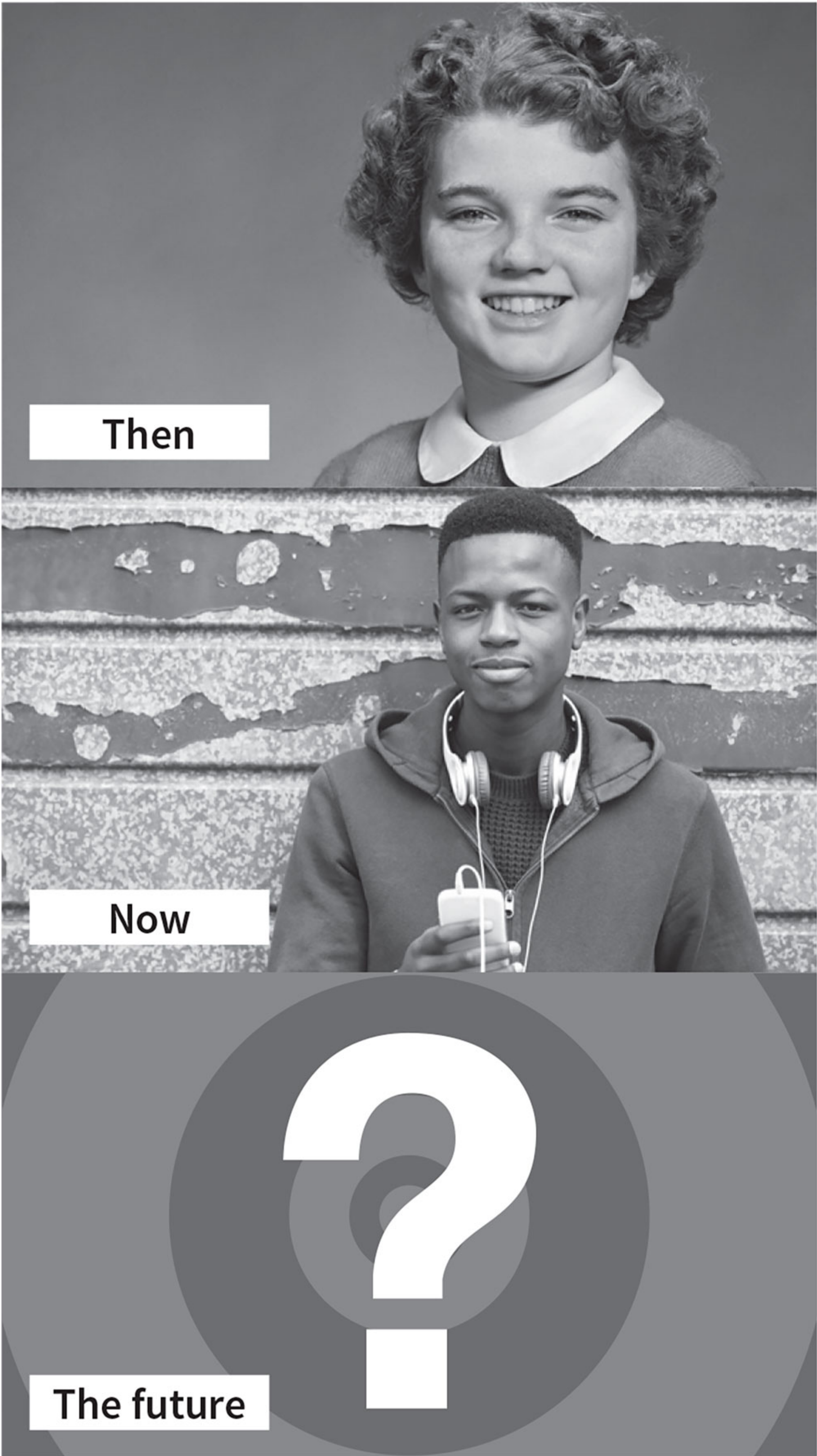
4 Complete the predictions with the verbs in brackets in the future perfect or future continuous.

Space predictions

- In 20 years' time, scientists ¹_____ (discover) a new planet in our solar system.
- People ²_____ (live) on Mars by the end of this century.
- A big asteroid ³_____ (not hit) the Earth by the end of this millennium.
- People ⁴_____ (go) to the moon for their holidays in 50 years' time.
- We ⁵_____ (not find) intelligent life in the rest of the universe by the end of this century.
- Scientists ⁶_____ (plan) journeys outside the solar system very soon.

CUMULATIVE LANGUAGE

5 Complete the text with the missing words. Circle the correct options.



Teen fashion: past, present and future

Teenagers ¹_____ clothes especially designed for them for long. Before the 1950s, they ²_____ their own fashion, and clothes companies ³_____ about making special clothes for them. In the past, young teenagers ⁴_____ children’s clothes and teenagers that were ⁵_____ older wore adult’s clothes. Clothes for teenagers ⁶_____ a lot since then! It’s ⁷_____ hard to predict what kind of clothes teenagers ⁸_____ in the future because fashion changes very quickly. They ⁹_____ wear high-tech clothes or perhaps they ¹⁰_____ 1960s hippy-style clothes soon. Who knows? Two things are ¹¹_____ clear though – fashion designers ¹²_____ very good at inventing new teen styles in the past and they ¹³_____ to continue doing this in the future, too.

- | | | |
|------------------------|------------------------|----------------------|
| 1 a weren’t wearing | b haven’t been wearing | c haven’t worn |
| 2 a didn’t use to have | b wouldn’t have | c weren’t having |
| 3 a have never thought | b would never think | c had never thought |
| 4 a have been wearing | b would wear | c were wearing |
| 5 a a bit | b really | c a far |
| 6 a had changed | b have changed | c have been changing |
| 7 a extremely | b a lot | c absolutely |
| 8 a are wearing | b will have worn | c will be wearing |
| 9 a will | b might | c ’re going to |
| 10 a wear | b ’re wearing | c ’ll be wearing |
| 11 a pretty | b a lot | c far |
| 12 a are | b have been | c had been |
| 13 a are trying | b will have tried | c are going to try |

4

SENSE AND SENSITIVITY

VOCABULARY

The five senses



- 1

★

Match the sentences (1–5) with the pictures (A–E).
- 1

It sounds good.

E
- 2

It looks amazing!
- 3

It smells good.
- 4

It feels nice.
- 5

It tastes great.
- 2

★★

Complete the sentences with the correct form of *feel*, *look*, *smell*, *sound* or *taste* and *like*, if necessary.
- 1

That song sounds good. Who is it?
- 2

I love this ice cream. It fantastic!
- 3

You a film star in those sunglasses!
- 4

Can you give me a massage? Ah, that so good!
- 5

Please open the window. It doesn't good in here!
- 6

Do I an English person when I speak English?
- 7

This bread cardboard! It's very dry!
- 8

The sky dark. I think it's going to rain.
- 3

★★

Complete the table with your own ideas. Write three things for each column. (see the *Learn to learn* tip in the Student's Book, p47.)

It feels good	It looks good	It smells good	It sounds good	It tastes good
A cat's fur				

- 4

★★★

Write four sentences about what you experienced with your senses yesterday. Use *feel*, *look*, *smell*, *sound* or *taste* (*like*).
- My new shoes looked good.

Explore it!

Guess the correct answer.
How far away can elephants smell water?

a 5 km b 12 km c 19 km

Find another interesting fact about animal senses and email the question to a classmate or ask them in the next class.



For most of us, eating chocolate is a pleasure. But for Alice Schaffer, it's much more than that – it's a full-time job! Alice, you see, works for an important food company and she eats their chocolate to see how it tastes. Before she worked there, she didn't have a **background** in food science. She was, in fact, working as a secretary. Then one day a neighbour told her that her company was looking for people to work as taste-testers. Alice immediately thought, 'That sounds like a great job! And I might be good at it because I love chocolate!' So she applied and ... they gave her the job! Of course, it isn't enough to like chocolate if you want to get a job tasting chocolate. You need to be able to identify and **accurately** describe different **flavours** and textures. And that's something you can't learn – you're either born with it or you aren't.

When Alice tells people what she **does for a living**, they often look surprised because they imagine that she must spend all day eating chocolate. But her job isn't really like that at all. When she tastes the chocolate from a bar, she just eats a little piece. You don't need to eat the whole bar to know what it tastes like! The hardest part of the job is when she tastes something that isn't 100% right. The **challenge** is to describe exactly what's wrong with the taste. The food technicians need this precise information so they can investigate the problem. Alice is extremely **proud** of her job, and it's easy to see why: there can't be many people in the world whose job helps to give so much pleasure to others!



READING

A magazine article

1 ★ Look at the text quickly. What is Alice Schaffer's job?

- a She makes chocolate.
- b She checks the taste of chocolate.
- c She works in a chocolate factory.

2 ★★ Match the words in bold in the article with the definitions.

- 1 feeling pleasure because you've done something well
— proud —
- 2 how food or drink tastes

- 3 someone's past situation

- 4 correctly, without making any mistakes _____
- 5 do to earn money _____
- 6 something that needs effort, that might be hard to do

3 ★★ Read the text again. For each question, circle the correct option.

- 1 What is the writer trying to do in this article?
 - a Explain how to get a job as a chocolate taster.
 - b Write a biography of Alice Schaffer.
 - c Describe what a chocolate taster does.
 - d Tell the reader about the professional life of Alice Schaffer.
- 2 What kind of useful experience had Alice had before?
 - a She had worked as a secretary.
 - b She had studied food science.
 - c She hadn't really had any experience.
 - d Her neighbour had taught her about the job.
- 3 What is the principal quality you need to be a chocolate taster?
 - a dedication b natural talent c to love chocolate d to write very well
- 4 What is the most difficult part of the job?
 - a Giving precise information when the quality isn't good.
 - b Not eating the chocolate.
 - c Some people don't think it's a serious job.
 - d Working with the food technicians.
- 5 What might Alice say to a friend about her job?
 - a It's an easy job.
 - b I love my job!
 - c There's often a lot of stress in my job.
 - d The chocolate is bad for me.

4 ★★★ Would you like to do Alice Schaffer's job? Why / Why not?

LANGUAGE IN ACTION

Deduction and possibility

1 ★ Match the sentences (1–3) with their meanings (a–c).

- 1 I'm sure it's nice to work as a chocolate taster.

☐
- 2 Perhaps it's nice to work as a chocolate taster.

☐
- 3 I'm sure it isn't nice to work as a chocolate taster.

☐

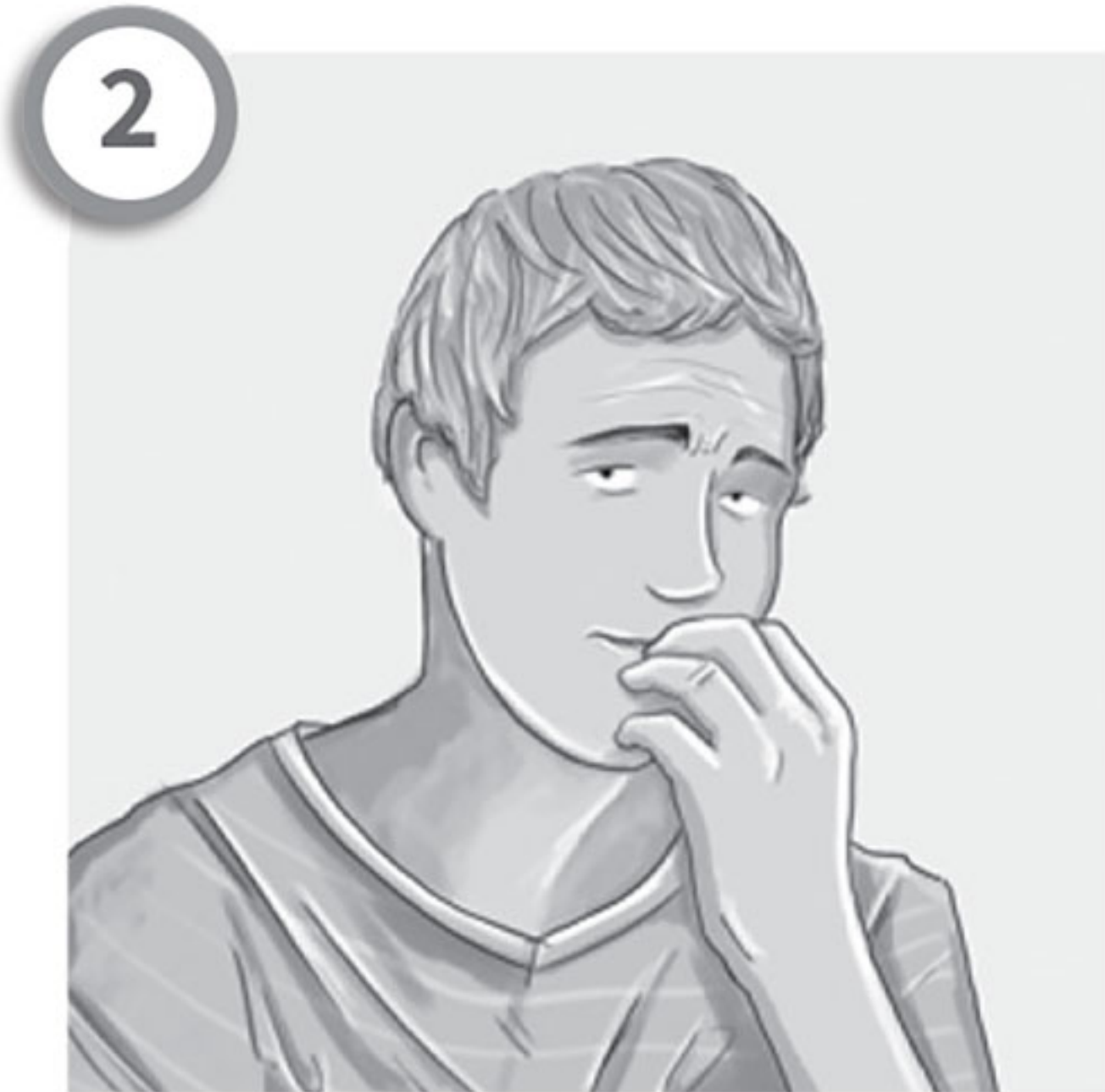
- a It can't be nice to work as a chocolate taster.
- b It must be nice to work as a chocolate taster.
- c It might be nice to work as a chocolate taster.

2 ★★ Look at the sentence *It might be nice to work as a chocolate taster*. Which two modal verbs with the same meaning can we use in place of *might*?

3 ★ Circle the correct options to describe the pictures.



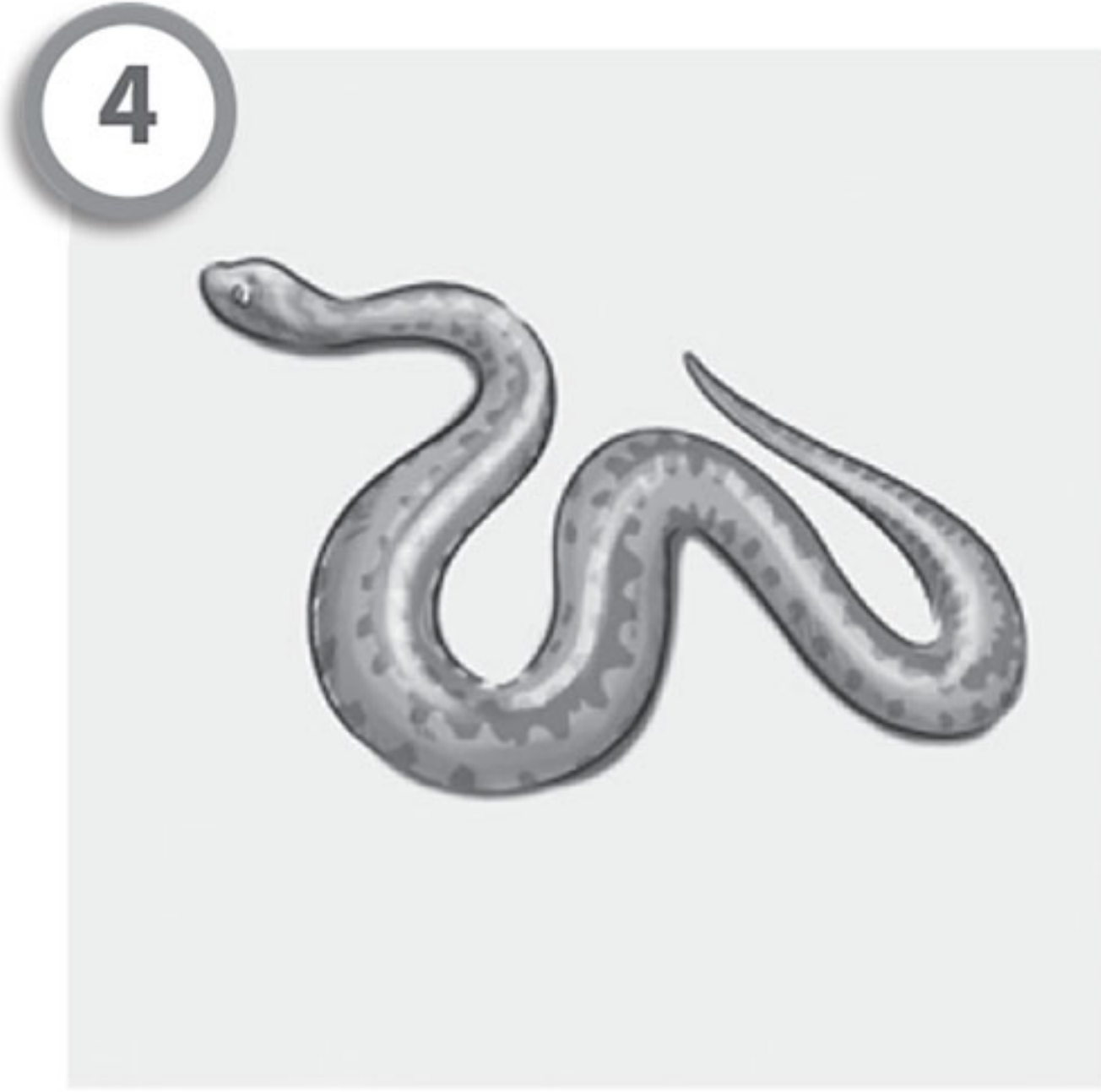
He *can't* / must be tired.



He *can't* / *must* feel relaxed.



That car *can't* / *must* be expensive!



Careful! It *might* / *must* be dangerous



It *can't* / *must* be raining.



They *might* / *can't* still have some good bargains.

4 ★★ Complete the conversation about the photo with *must*, *might* or *can't*.



- A Look at this photo! What is it?
- B It ¹ might be a house!
- A No, it ² _____ be! How would you get in?
- B It ³ _____ be a fake photo. You never know ...
- A No, the photo's real. I think it ⁴ _____ be art or something. There ⁵ _____ be another explanation. I'm sure the artist is famous.
- B Perhaps ..., you ⁶ _____ be right. The person who designed it ⁷ _____ be very creative!!

5 ★★★ Rewrite the sentences so that they have the same meaning. Use *must*, *might*, *could* or *can't*.

- 1 Perhaps Nathan's still at school.
Nathan might/could still be at school.
- 2 I'm sure that isn't the right answer.

- 3 I'm sure you need good exam results to do medicine at university.

- 4 This is possibly the worst film I've seen!

- 5 I'm sure it doesn't take a long time to make that dish.

6 ★★★ Write deductions about these situations. Use *must*, *might* or *can't*.

- 1 Matt is a professional footballer.
He must be very fit.
- 2 All the shops are closed.

- 3 Your mobile phone isn't working.

- 4 Everyone is looking at the sky.

VOCABULARY AND LISTENING

Describing texture, sound, taste, etc.

1 ★ Complete the adjectives.

- 1

spic y
- 2

rou _ _
- 3

shin _
- 4

fain _
- 5

colour _ _ _
- 6

sou _
- 7

smoo _ _
- 8

shar _
- 9

smell _

2 ★★ Write an appropriate adjective from Exercise 1 before the nouns.

- 1

spicy curry
- 2

dirty, _____ socks
- 3

nice, _____ skin
- 4

_____ cream
- 5

_____, new scissors
- 6

_____ flowers

3 ★★ Complete the sentences with adjectives from Exercise 1.

- 1

A crocodile has very sharp teeth.
- 2

This sauce is too _____ for me. My mouth's burning!
- 3

Can you pass the sugar? This yoghurt is very _____.
- 4

Does this cake have bananas in it? I can detect a _____ taste of them, but it's not very strong.
- 5

This cream is great! My hands feel so _____!
- 6

This metal box looks very _____ when it's in the sun.
- 7

Tom's chin felt _____ because he hadn't shaved.

4 ★★★ Write short descriptions of the items in the box. Use at least one adjective from Exercise 1 in each description. You can use affirmative or negative verbs.

apple cats my favourite food snakes

- 1

- 2

- 3

- 4

An interview

5 ★ Listen to an interview about the senses. According to Simon Redding, which of our senses is the most important?

- a

hearing

☐
- b

sight

☐
- c

smell

☐
- d

touch

☐



6 ★★ Listen again. For each question, circle the correct option.

- 1

Simon says that some people ...

a

can't smell very much.

b

use sight and smell well.

c

feel cold all the time.
- 2

What does Simon say about dreams?

a

Some people open their eyes when they dream.

b

It's good to have colourful images.

c

Taste and smell are not usually part of dreams.
- 3

When we are communicating, we ...

a

shouldn't only be listening.

b

need to smile.

c

shouldn't be negative.
- 4

What has the biggest impact on us in a conversation?

a

What the other person expresses without words.

b

How the other person moves and looks at us.

c

The language which the other person uses.
- 5

What would Simon Redding like people to do?

a

To depend on their eyes to understand better

b

To remember to use all of their senses

c

To close their eyes and feel objects

7 ★★★ Think about what you have done today. When have you used each of the five senses?

- _____
- _____
- _____
- _____

LANGUAGE IN ACTION
Obligation, prohibition, necessity and advice

1 Circle the correct options.

How to use music to relax

- You should / don't need to listen to calm music.
- You don't have to / mustn't listen to heavy metal. It's not relaxing!
- You ought to / shouldn't sit in a comfortable position.
- You need to / mustn't concentrate on the music.
- To help you concentrate, you don't need to / should close your eyes.
- You shouldn't / don't need to be with other people when you listen to the music. It's far better if you are alone.
- You mustn't / don't need to wear headphones, but it's better if you have them.

2 Complete the the interview with a perfume maker with the missing words. Circle the correct options.

- A study a lot before you became a perfume maker?
- B Yes, I study chemistry for four years.
- A And I suppose that a perfume maker to have a good sense of smell!
- B Yes, of course. You consider becoming a perfume maker without that! And you to be very patient because it takes a long time to create the right smell. And you copy other people. That's bad! You to be original!



- | | | |
|--------------|-----------------|-------------------|
| 1 a Must you | b Should you | c Did you have to |
| 2 a must | b have | c did |
| 3 a had to | b need to | c ought to |
| 4 a must | b should | c needs |
| 5 a should | b shouldn't | c don't have to |
| 6 a must | b need | c don't have |
| 7 a mustn't | b don't need to | c should |
| 8 a must | b have | c should |

- 3 Rewrite the sentences with must, should, need or have to.
- 1 I recommend that you see a doctor.
You should see a doctor.
- 2 It's not permitted to walk on the grass.
- 3 There's no obligation for us to watch the match.
- 4 Jack didn't have an obligation to give me a present.
- 5 It's necessary for us to contact him.
- 6 Being in the sun without a hat is not recommended.
- 4 Answer the questions so they are true for you.
- 1 What do you need to do today?
- 2 What did you have to do yesterday?
- 3 What mustn't you do at school?
- 4 What should you do but you sometimes don't?

WRITING

An encyclopaedia entry

Marlee Matlin, 24 August 1965

- 1 Marlee Matlin is an actress. She is the only deaf actress who has won an Oscar.

2 Marlee was born in 1965 and grew up in a small town near Chicago. At the age of 18 months, she lost almost all her hearing. She acted for the first time at the age of seven in a production of *The Wizard of Oz* with actors who were all deaf. In 1986, she won the Oscar for best actress at the age of only 21. In the film she didn't have to speak. She played the role of a deaf woman who refuses to speak because the rest of the world refuses to learn sign language.

3 Marlee has appeared in many films and TV shows, including *Sesame Street*. She isn't just famous as an actress; she is also
- known as an enthusiastic worker for many charities.

4 Marlee can speak quite well, and she doesn't always need to use an interpreter because she can read people's lips. According to her autobiography, she never planned to become an actress. She thought there wouldn't be any opportunities for deaf people.



1 ★★ Read the encyclopaedia entry. Which of Marlee's senses is damaged?

2 ★★ Complete the sentences with information from the encyclopaedia entry.

- 1 She was born in 1965 .

2 When she was seven, _____ .

3 In the film where she won an Oscar, her character was _____ .

4 She is also famous as _____ .

5 She can read people's lips, so _____ .

6 When she was young, she used to think that _____ .

3 ★★ Complete the sentences with the underlined Useful language in the encyclopaedia entry.

- Javier Bardem ¹ grew up in Madrid but he ² _____ in Las Palmas in the Canary Islands. In his career he has acted in many movies ³ _____ *Skyfall*, a James Bond film. He actually appeared in his first film ⁴ _____ only six.
- ⁵ _____ Bardem, he originally wanted to be a painter, but he didn't have enough talent. Outside films, Bardem is `
- ⁶ _____ a firm defender of ecological causes.



Write an encyclopaedia entry:

PLAN

4 ★★ Write notes in your notebook about your favourite actor, fictional character or sportsperson.

- Name and date of birth
- A short general description
- Information about their life
- An interesting fact

WRITE

5 ★★★ Write your entry. Remember to include four paragraphs, some modal verbs, vocabulary from this unit and expressions from the Useful language box (see Student's Book, p53).

CHECK

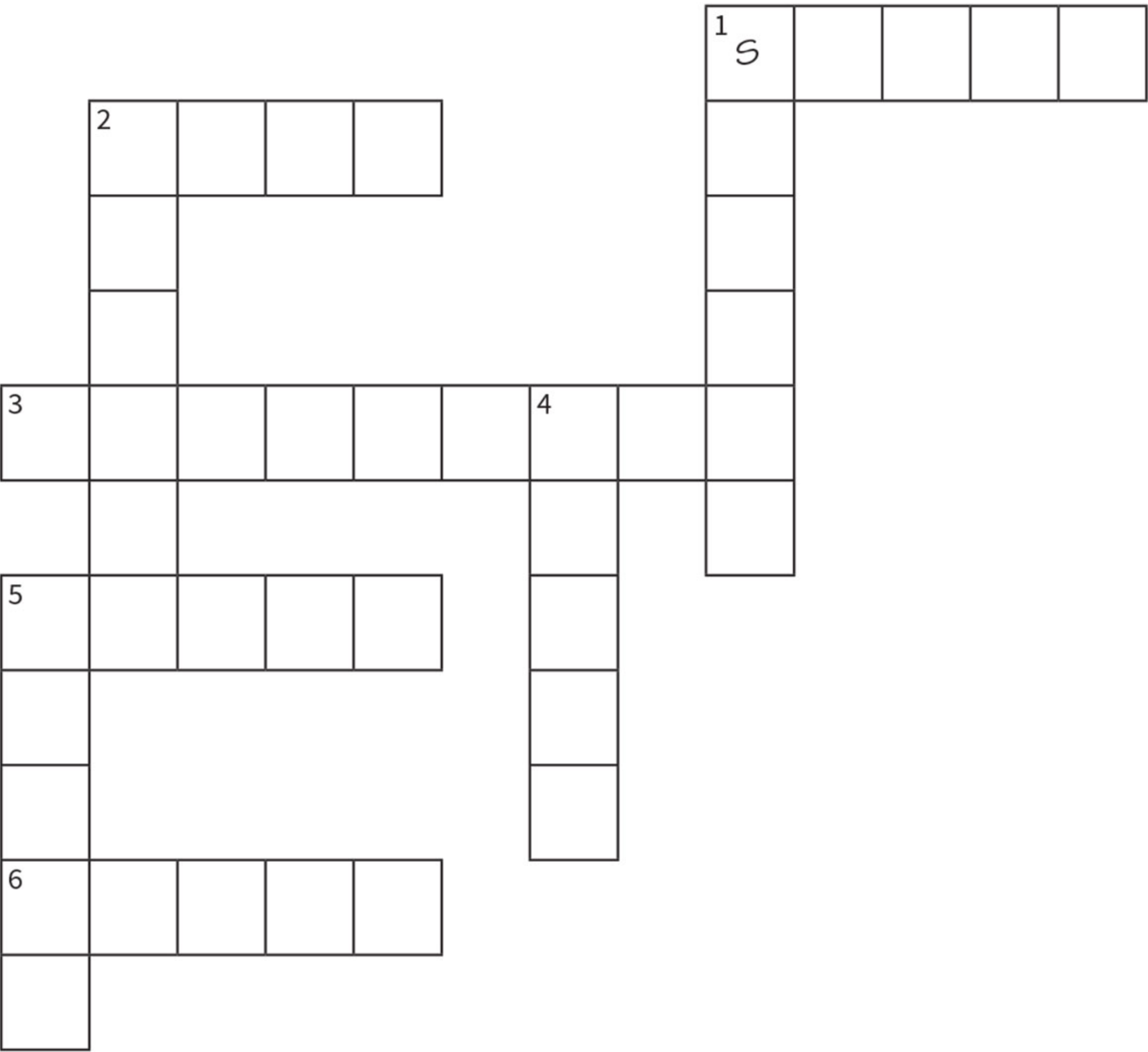
- 6 Do you ...
- include a title?
 - include information about the person's life and achievements?
 - include an interesting fact?

VOCABULARY

1 Complete the sentences with the correct form of *feel (like)*, *look (like)*, *smell (like)*, *sound (like)* or *taste (like)*.

- 1 It doesn't _____ very good in here. Please open the windows.
- 2 When you sing, you don't really _____ an angel!
- 3 Wow! That photo _____ a painting! It's so artistic!
- 4 A Do you want to go skateboarding?
B Yes, that _____ a good idea!
- 5 This perfume _____ roses and oranges. It's great!
- 6 It _____ an oven in here! Please put the air conditioning on!
- 7 This strawberry ice cream _____ great! Did you make it yourself?
- 8 These tomatoes _____ quite green and they _____ really hard.
So, I don't think they're going to _____ very nice!

2 Complete the crossword. Use the clues.



Across →

- 1 If you have a stomach ache, you shouldn't eat _____ food.
- 2 I love Chinese food, especially sweet and _____ chicken.
- 3 That bird is very _____. It looks beautiful.
- 5 The metal buttons on your coat look very _____ under these lights.
- 6 A rhinoceros has hard, _____ skin.

LANGUAGE IN ACTION

3 Complete the conversation with *might*, *must* or *can't*.

- A Is the new *Mission Impossible* film good?
- B I haven't seen it yet, but it ¹ _____ be pretty good. It's got four stars in the newspaper.
- A You never know, it ² _____ be awful.
- B You ³ _____ be serious! They spend a lot of money to make those films. So, it ⁴ _____ be fantastic!
- A Hmm, you ⁵ _____ be right. But it ⁶ _____ be as good as the last one. That's the best film I've ever seen.
- B You ⁷ _____ be surprised. David's seen it and he couldn't stop talking about it!
- A Really? Then it ⁸ _____ be great! David and I always agree about films!

Down ↓

- 1 That jumper is _____. You need to wash it.
- 2 I like the feel of this leather. It's very _____.
- 4 There's a _____ taste of lemon in this cake but it isn't very strong.
- 5 Be careful – it's very _____! Don't cut yourself!

4 Complete the sentences with the correct form of *must*, (*don't*) *need to*, *should* or (*don't*) *have to*.

- 1 You _____ touch the paintings. It's not allowed!
- 2 We _____ get up early this morning because the train left at seven o'clock.
- 3 I don't think you _____ wear green with purple, but it's your decision.
- 4 I _____ borrow your bike, but thanks for the offer.
- 5 _____ (you) _____ wear a uniform at your old school?
- 6 I _____ tidy my bedroom tonight, but I'm not going to do it.
- 7 You _____ help me, but it'd be great if you could.
- 8 _____ (we) get a visa to travel to Turkey?

CUMULATIVE LANGUAGE

5 Complete the conversation with the missing words. Circle the correct options.

CHRIS What ¹_____ this weekend?
TOM I ²_____ any plans yet.
CHRIS What about this new Sensorium exhibition? It ³_____ be good. You never know.
TOM I ⁴_____ ! It was so interesting that I ⁵_____ about it all the time. It ⁶_____ be the best exhibition I've ever been to. I'm ⁷_____ sure of that. I ⁸_____ that going to museums to look at paintings was boring. But this exhibition is different because you listen to music and smell things while you're looking at each painting. I ⁹_____ that an exhibition could be like that! You ¹⁰_____ go, Chris! You ¹¹_____ disappointed!
CHRIS Thanks! I ¹²_____ miss it! By next Monday both of us ¹³_____ it!



- | | | |
|------------------------|-----------------------|-----------------------|
| 1 a do you do | b will you do | c are you doing |
| 2 a didn't make | b haven't made | c haven't been making |
| 3 a might | b must | c will |
| 4 a 'd already been | b already went | c 've already been |
| 5 a 've been thinking | b 've thought | c think |
| 6 a can | b needs to | c must |
| 7 a rather | b absolutely | c far |
| 8 a would think | b used to think | c 've been thinking |
| 9 a 've never imagined | b might never imagine | c 'd never imagined |
| 10 a should | b don't have to | c 'll |
| 11 a can't be | b won't be | c haven't been |
| 12 a won't | b don't need to | c aren't going to |
| 13 a will see | b will have seen | c will be seeing |

5

WONDERFUL WORLD

VOCABULARY

Processes

- 1 ★ Find 11 more verbs in the word search. Write them below. You have the first letter of each verb.

C	O	P	R	O	D	U	C	E	P	Z	C
M	E	A	S	U	R	E	G	V	C	Q	O
E	S	C	S	U	P	P	L	Y	R	M	M
B	R	T	I	D	E	L	I	V	E	R	M
Z	A	R	O	E	Y	U	I	D	A	C	U
N	S	I	C	V	C	O	L	E	T	O	N
C	O	N	N	E	C	T	O	P	E	L	I
H	L	O	T	L	O	I	L	L	O	L	C
T	V	P	G	O	L	B	N	Z	G	E	A
E	E	X	V	P	A	T	T	R	A	C	T
W	Y	G	I	U	V	K	W	A	S	T	E

- | | | |
|-------------------|-----------|------------|
| 1 p <u>roduce</u> | 5 c _____ | 9 c _____ |
| 2 m _____ | 6 a _____ | 10 d _____ |
| 3 s _____ | 7 w _____ | 11 c _____ |
| 4 d _____ | 8 c _____ | 12 s _____ |

- 2 ★★ Circle the correct options. (see the *Learn to learn* tip in the Student's Book, p59.)

- The school supplied us _____ books and other materials for the project.
a with b for c on
- Flowers attract bees and other insects _____ bright colours and nice smells.
a about b with c at
- We measured the distance _____ the door to the window.
a between b with c from

- 3 ★★ Complete the amazing facts with verbs from Exercise 1.

- The albatross, a type of seabird, has wings that measure almost 3.5 metres.
- Some scientists say that trees in forests _____ with each other.
- One cow can _____ around 12 litres of milk every day.
- Europeans _____ an average of around 180 kilograms of food every year.
- The man who _____ pizza to the 2014 Oscars ceremony got a tip of \$1,000 from the actors.
- The UK tea company Twinings have been _____ the British Royal family with tea since 1837.



- 4 ★★★ Find out some other amazing facts and write sentences about them. Use verbs from Exercise 1.

The tallest building in the world is the Burj Khalifa in Dubai. It measures 828 metres.

Explore it!



Guess the correct answer.
True or false? Cats always land on their feet.

Find out a fact about an animal and write a true/false sentence about it.

- Write it on a piece of paper.
- Stick it to the wall in your classroom.
- Ask your classmates to choose the correct answer.
- Count how many students choose the correct answer.



READING
A webzine article

- 1 ★ Read the article quickly. What colour is the Aurora Borealis normally? In what colour has it been seen in the south of Europe?
- 2 ★★ Match the underlined words in the article with the definitions 1–6.

1 when the sun appears in the sky sunrise

2 used physical force to win against someone _____

3 spirits of dead people _____

4 problems or difficulties _____

5 parts of a war, fights between two armies _____

6 the person who makes something _____
- 3 ★★ Read the article again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences.

1 Aurora, Helios and Selene were all sisters.

F Helios was the brother of Aurora and Selene.

2 It is unusual to find stories about the Aurora Borealis in different cultures.

3 The French Revolution happened after red lights were seen in the sky over England and Scotland.

4 The Cree Indians in Canada believed the lights were a bad sign.

5 The Vikings believed the lights helped dead soldiers to their resting place.

6 Electrical energy from the sun produces the Aurora Borealis.

- 4 ★★★ Write your answer to the question at the end of the article.



Aurora Borealis: A wonder of nature

Origin of the name

The Aurora Borealis is an amazing natural light show around the Arctic Circle – a wonder of nature. The name comes from Ancient Greek – *aurora* meaning ‘sunrise’ and *boreas* meaning ‘wind’. The Ancient Greeks believed that Aurora was the sister of Helios (the sun god) and Selene (the moon goddess). As the sun rose in the morning, Aurora flew across the sky to remind her brother and sister that a new day had arrived. Strange stories connected to the lights are found in many cultures.

Europe: bad signs

It was strange that the lights, normally green in colour, were seen in Greece. Scientists believe that the lights appeared red so far south. In 1789, red lights were seen by the inhabitants of England and Scotland. Shortly after this the French Revolution started, and many believed that the lights had been a sign of the trouble to come.

North America: other meanings

The Algonquin Indians in Canada believed the lights came from a fire that was built by Nanahbozah, their creator. This fire was a sign that Nanahbozah was watching over everyone. Their neighbours, the Cree Indians, on the other hand, thought that the lights were like ghosts who were trying to communicate with the living.

Viking women

Another ancient civilization – the Vikings – thought the lights were made by the Valkyrie, women who fought in their battles. This light delivered dead soldiers safely to Valhalla, where they could finally rest.

The scientific explanation

Now we know that the lights are created by the sun. Sometimes, scientists say, the sun sends huge amounts of electrical energy into space. When this energy reaches Earth, it produces these strange lights in the sky. ... But which explanation do you prefer?

LANGUAGE IN ACTION

The passive

1 ★ Circle the correct options.



- 1 This coffee is / are produced in Kenya – try it.
- 2 The problem with my computer *was* / *were* solved by switching it off and then on again.
- 3 In the future, lots of diseases *are* / *will be* cured with technology.
- 4 We’re going to recycle all the plastic bags so nothing will be *waste* / *wasted*.
- 5 Some people thought the Aurora Borealis *is* / *was* created by gods.
- 6 Was there a loud bang when all the cables *was* / *were* connected?

2 ★★ Complete the sentences with the correct form of the verbs in the box.

attract build collect ~~deliver~~ measure use

- 1 These books will be delivered tomorrow morning to your house.
- 2 The church _____ in the 15th century, but now it’s a library.
- 3 Huge rocks _____ to build Stonehenge in England.
- 4 The ingredients _____ carefully, but the cake still tasted strange.
- 5 Old clothes _____ at the school, and we’ll give them all away to charity.
- 6 The picnic is terrible! These flies _____ to the food. They’re everywhere!

3 ★★ Complete the conversation with the correct form of the verbs in brackets.

CHRIS Hey Alison, let’s see if you can answer these questions.

ALISON A quiz? OK.

CHRIS Right, first question. How many languages ¹ are spoken (speak) in India?

ALISON Em ... it’s a lot, I know that. 200?

CHRIS No, 400! Next one: When ² _____ the first mobile phone app _____ (create)?

ALISON I think it was 1998.

CHRIS Very good! What ³ _____ (measure) in megabits per second?

ALISON That’s easy! Your internet connection speed.

CHRIS And ... where ⁴ _____ 5.6 million cars _____ (produce) in 2017?

ALISON Em ... France?

CHRIS No, it was in Germany. So, after all your hard work, would you like a pizza?

ALISON Great idea. But first answer this question. What ⁵ _____ (deliver) by drones in the future?

CHRIS That’s obvious ... PIZZA!!

4 ★★★ Write five passive sentences about mobile phones. Use these ideas.

- 1 What are they made of?
- 2 Where are they produced?
- 3 What year was an important model produced?
- 4 How are apps downloaded?
- 5 How will they be used in the future?



VOCABULARY AND LISTENING

Extreme adjectives

1 ★ Circle the correct options.

We visited New York in January. It's a ¹stunning / dreadful city, with its long straight avenues and ²boiling / marvellous buildings. The weather in the city can be extreme: the heat in summer can be ³deafening / dreadful and there can be very low temperatures in winter. It snowed while we were there, so Central Park was ⁴deafening / gorgeous



all covered in snow, but I had to buy a new hat and gloves because it was ⁵freezing / boiling! We took the subway to Wall Street – the noise of the trains was ⁶deafening / enormous, but it was ⁷stunning / fascinating to see so many people from all around the world living together in this ⁸enormous / dreadful city.

2 ★★ Complete the sentences with the adjectives from Exercise 1.

- 1 Can I borrow your gloves? My hands are freezing.
- 2 Turn down that music! It's _____.
- 3 I couldn't watch the end of that horror film. It was _____.
- 4 Mrs Griffin's a very interesting teacher and her history classes are _____.
- 5 I didn't realise the London Eye was really this big! It's _____!
- 6 When we were in Turkey in July it was _____ – 39°C!!
- 7 Paul had a _____ holiday – he went to Sweden and Norway and he had a great time.
- 8 Ana's brother is a fashion model – he's totally _____!
- 9 The view from the top of the mountain was absolutely _____.

3 ★★★ Complete the sentences so they are true for you.

- 1 When it's boiling in summer, I _____.
- 2 When it's freezing in winter, I _____.
- 3 The most terrifying experience I've ever had was when I _____.
- 4 You can get a stunning view of my town / city if you go to _____.
- 5 A fascinating fact that I know is _____.

A virtual reality tour



4 ★ Listen to a virtual tour of the Eiffel Tower. Match the numbers (1–5) with what they refer to (a–e). (See the Learn to learn tip in the Student's Book, p62.)

- | | | |
|-------------|-------------------------------------|---------------------------|
| 1 1889 | <input checked="" type="checkbox"/> | a pieces |
| 2 1887 | <input type="checkbox"/> | b visitors |
| 3 300 | <input type="checkbox"/> | c year of the World Fair |
| 4 18,000 | <input type="checkbox"/> | d height in metres |
| 5 7 million | <input type="checkbox"/> | e year building was begun |

5 ★★ Listen again. Answer the questions with two to four words.

- 1 What is the first image in the tour?
The original drawing
- 2 How long after the French Revolution did they build the Eiffel Tower?

- 3 What were the professions of the men who helped Gustave Eiffel?

- 4 Where were the pieces of the tower produced? _____
- 5 When it was finished, what did the Parisians call the Eiffel Tower?

6 ★★★ Look up some facts about the Eiffel Tower. Write three things you found out about it.

LANGUAGE IN ACTION

Question tags and questions with prepositions

1 ★ Match the sentences (1–6) with the question tags (a–f).



- 1 It's freezing,

2 You stayed at a hotel in London,

3 She won't waste any money,

4 Mark's got red hair,

5 You can't solve this maths problem,

6 This museum doesn't attract a lot of people,
- d

a will she?

b can you?

c didn't you?

d isn't it?

e does it?

f hasn't he?

2 ★★ Complete the sentences with the correct question tags.

- 1 We don't have to go to school tomorrow, do we?

2 Pat and Tim have got tickets for us too, _____?

3 Clara listens to a lot of music, _____?

4 You'll send me a message when you get there, _____?

5 Laura can speak Spanish, _____?

6 Ahmed has never been to London before, _____?

3 ★ Complete the questions with the prepositions in the box.

about for from like of to

- 1 Who does your brother look like?

2 What is the film *The Avengers* _____?

3 Who did they deliver the pizzas _____?

4 What will this information be used _____?

5 What are spiders webs made _____?

6 Where did all this sand come _____?

4 ★★ Complete the questions with the correct words.

- 1 Don't worry. What are you scared of?

2 He can't be serious, _____ he?

3 The food _____ be collected later, won't it?

4 What's wrong? What are you looking _____?

5 Euan clearly doesn't like Fiona, _____ he?

6 Who were these beautiful pictures created _____?

5 ★★★ Use the prompts to write questions with question tags or with prepositions.

- 1 A Hi Tomás. call / you / Tom / ?
I can call you Tom, can't I?

B Yes, of course. Everyone calls me Tom.

2 A I'm sorry, my English isn't very good.
B where / you / come / ?

3 A That's a gorgeous bag. what / made / ?

B It's wool. It's a traditional Peruvian bag. I bought it last year.

4 A We're going out for a pizza after class.
you / come with us / ?

B Yes, of course. See you later.

6 ★★★ Write four sentences with question tags you could use to start a conversation with a person you've just met for the first time.

WRITING

A competition entry

1 ★ Read the competition entry. Which of these topics is not mentioned?

- 1 Origins of the city ☐
- 2 Population ☐
- 3 Famous places to visit ☐
- 4 The food ☐

● ● ●

THE BEST CITY I'VE EVER VISITED

HOME | STORIES | PHOTOS

London attracts millions of visitors and on my last visit I understood why. It's a fascinating city and it has many marvellous places to visit.

The first town was built there by the Romans around 2,000 years ago on the River Thames. The city grew and now has a population of almost 9 million people! London is enormous – this is the fact that impressed me most and you are reminded of it when you fly into one of its airports.

There are lots of places to visit in the city, but the highlight of any visit to London is the London Eye. This huge Ferris wheel was opened in 2000 and is located next to the Thames, near Westminster Bridge. It moves around very slowly, but when you finally get to the top you are 135 metres high, and the views from the top are stunning.

I'm absolutely certain that London deserves to win because it has so many incredible places to visit! Without a doubt, London is the best city in the world to visit!



2 ★★ Read the entry again and answer the questions.

- 1 How old is London?
Over 2,000 years old.
- 2 What impressed the writer about the city?

- 3 Where is the London Eye?

- 4 How tall is it?

- 5 Why does London deserve to win the competition?

3 ★★ How does the writer express these ideas? Find the *Useful language* phrases in the text.

- 1 What was most amazing
this is the fact that impressed me the most
- 2 the best part of a visit

- 3 it should win

- 4 I'm sure

- 5 It is certain

Write a competition entry.

PLAN

4 ★★ Think of the best city you have ever visited. Make notes in your notebook about these things.

- A short introduction to the city
- General facts about the place
- A detailed description of what impressed you
- Why the place should win

WRITE

5 ★★★ Write your competition entry. Remember to include four paragraphs, extreme adjectives and expressions from the *Useful language* box (see Student's Book, p65.)

CHECK

- 6 Do you ...
- give an introduction?
 - describe its highlights?
 - explain why you think the place should win?

VOCABULARY

1 Match the words in the box with the definitions (1–8). There are two words you don’t need.

boiling create deafening dreadful
enormous freezing gorgeous
measure solve waste

- 1 very cold _____
- 2 make something new _____
- 3 to use too much of something _____
- 4 very loud _____
- 5 find the answer to _____
- 6 find out the size of something _____
- 7 very bad _____
- 8 very beautiful _____

2 **Circle** the correct options.

- 1 My phone is *connected* / *communicated* to the wi-fi, but the video’s not playing.
- 2 Alison thought the film was *fascinating* / *boiling*, but I fell asleep after 20 minutes.
- 3 Some of the scenes in the horror film were *gorgeous* / *terrifying* – I couldn’t watch.
- 4 What time will my new computer be *solved* / *delivered* tomorrow?
- 5 Olives are *collected* / *supplied* by shaking the tree really hard so that they all fall on the ground.
- 6 The wedding was *deafening* / *marvellous*, and the bride’s dress was *stunning* / *terrifying*.
- 7 Lots of insects were *developed* / *attracted* by the smell of the food.
- 8 Several *enormous* / *freezing* rocks fell from the side of the mountain.

LANGUAGE IN ACTION

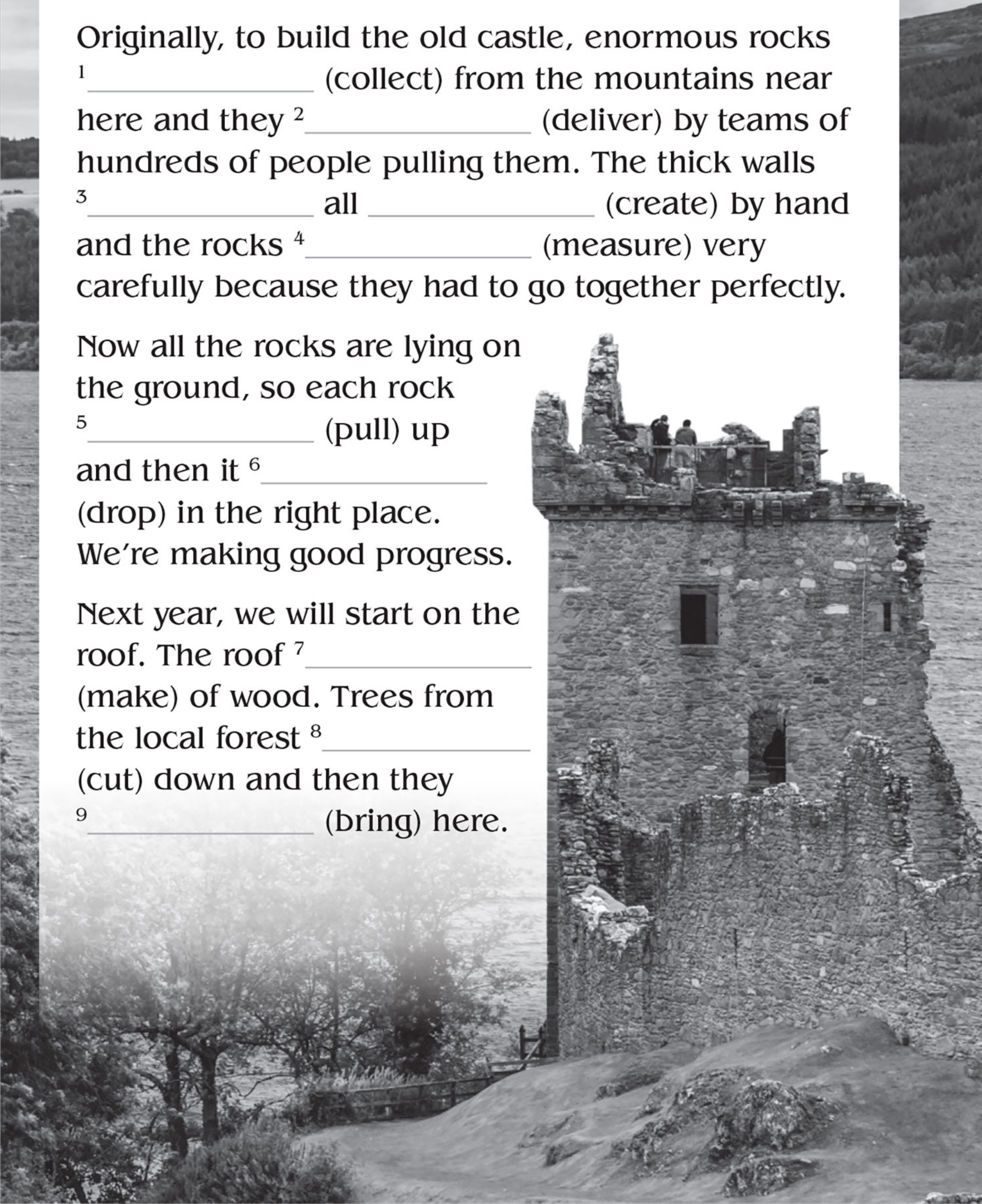
3 Complete the text with correct passive form of the verbs in brackets.

Help us fix the castle

Originally, to build the old castle, enormous rocks ¹ _____ (collect) from the mountains near here and they ² _____ (deliver) by teams of hundreds of people pulling them. The thick walls ³ _____ all _____ (create) by hand and the rocks ⁴ _____ (measure) very carefully because they had to go together perfectly.

Now all the rocks are lying on the ground, so each rock ⁵ _____ (pull) up and then it ⁶ _____ (drop) in the right place. We’re making good progress.

Next year, we will start on the roof. The roof ⁷ _____ (make) of wood. Trees from the local forest ⁸ _____ (cut) down and then they ⁹ _____ (bring) here.



4 Complete the sentences with question tags.

- 1 It’s a gorgeous day, _____?
- 2 We can’t connect the printer, _____?
- 3 Emily hasn’t worked out the answers, _____?
- 4 Dennis didn’t collect the book, _____?
- 5 These problems will be solved, _____?
- 6 Rosanna doesn’t waste any time, _____?
- 7 All the pieces of the table have been measured, _____?
- 8 Bees produce honey, _____?

CUMULATIVE LANGUAGE

5 Complete the conversation with the missing words. Circle the correct options.

EMILIA What ¹_____ to do for the physics presentation next week?

GEORGE I'm not sure. I ²_____ do something about the tallest buildings.

EMILIA That's ... err ... different. I mean ... doing something about the stars and planets is easier, ³_____?

GEORGE Well, I ⁴_____ this documentary about the Jeddah Tower yesterday – it's in Saudi Arabia. When it's finished, it's going to be the tallest building they'll ⁵_____.

EMILIA How tall is the one in Dubai?

GEORGE The Burj Khalifa? That's only 828 metres tall. This one will be ⁶_____ bigger! They ⁷_____ to make it a mile high – that's 1.6 kilometres, but there were too many problems with that. They think it'll be over one kilometre.

EMILIA Seriously? That's ⁸_____ enormous. But what do you mean 'they think'?

GEORGE Well, it could be ⁹_____ taller than one kilometre. They're not sure yet.

EMILIA I ¹⁰_____ believe they actually don't know. Someone ¹¹_____ know.

GEORGE Well, of course but it's a secret, I think.

EMILIA So when are they going to finish it?

GEORGE Well, ¹²_____ on it since 2013 and they ¹³_____ it for around seven years.

EMILIA That's amazing, isn't it?

GEORGE Yeah ... and to think the tallest thing in the world ¹⁴_____ the Eiffel Tower.

EMILIA Anyway, so what does all this have to do with the physics presentation?



- | | | | |
|---------------------------|----------------------|----------------------|----------------------|
| 1 a do you do | b you will do | c are you going | d may you do |
| 2 a must | b should | c mustn't | d might |
| 3 a it is | b doesn't it | c isn't it | d won't it |
| 4 a had watched | b used to watch | c watched | d have watched |
| 5 a have never built | b ever build | c have ever built | d already have built |
| 6 a rather | b far | c really | d quite |
| 7 a have planned | b had planned | c have been planning | d will have planned |
| 8 a really | b extremely | c a lot | d a little |
| 9 a pretty | b absolutely | c quite | d a bit |
| 10 a mustn't | b don't have to | c shouldn't | d can't |
| 11 a doesn't | b must | c can't | d may |
| 12 a they've been working | b they're working | c they work | d they'll be working |
| 13 a 'll build | b 're going to build | c 'll be building | d build |
| 14 a would be | b is | c used to be | d had been |

6

NO LIMITS

VOCABULARY

Verb collocations with *get*, *take* and *have*

1 Complete the table with the words and phrases in the box.

advantage of a lot out of
an interest in bored doubts fun
~~lost~~ on my nerves pleasure in risks
the chance to know

get	have	take
lost		

2 Match the beginnings of the sentences (1–6) with the ends (a–f).

- 1 Oscar has really been getting

2 Harry actually takes

3 How did you get

4 Osman really got

5 I had never taken

6 Chefs shouldn't take
- a
- a on my nerves lately.

b lost on your way to school?

c risks when they're chopping food – they might cut themselves!

d an interest in doing anything dangerous before.

e pleasure in eating really spicy food.

f a lot out of his time in Liverpool – his English is a lot better.

3 Complete the conversation with one word in each gap.

- MIA

What's the matter?
- ROSE

It's Laura again. She's really ¹ getting on my nerves.
- MIA

What's she done?
- ROSE

Well, I'd just like her to take an interest ² _____ the things I like doing. She just says she ³ _____ bored when she's with my friends.
- MIA

That's not fair. She should try getting to ⁴ _____ them. She ⁵ _____ the chance to join our group at the party on Friday and she didn't take advantage ⁶ _____ it. She just stood in the corner on her own!
- ROSE

Exactly! When we go out with her friends, I always try to ⁷ _____ fun. I'm having ⁸ _____ about our friendship!



4 Complete the sentences so they are true for you (see the *Learn to learn* tip in the Student's Book, p71.).

- 1 When I get lost I _____.

2 It really gets on my nerves when _____.

3 I always have fun when I _____.

4 I once had the chance to _____ but I didn't do it!

Explore it!

Guess the correct answer.

What is the most dangerous job in the world?

a a lumberjack
(a person who cuts down trees)

b a firefighter

c an astronaut

Find out an interesting fact about dangerous jobs.

READING

An article

- 1 ☆ Read the text. Which two places have Mari and Patricio lived in?
- 2 ☆☆ Look at the words in bold in the text. Use them to complete the sentences.

1 A long time ago, humans used to hunt for all their meat.

2 My dad keeps all our bikes in a small _____ in the garden.

3 I find that very hard to believe. It sounds _____.

4 In the desert, we met a _____ who lived in tents.

5 Eliza _____ that she made a mistake.

6 There are lots of interesting animals and plants in the _____.
- 3 ☆☆ Read the text again and **circle** the correct options.

1 What is writer trying to do in this text?

a Encourage people to visit Ecuador.

b Give her opinion of Patricio and Mari’s relationship.

c Show how difficult it is to live in England.

(d) Explain why Mari decided to go and live in Ecuador.

2 What does the writer think of Mari’s actions?

a She agrees that they are ridiculous.

b She admires Mari because she wasn’t afraid.

c She finds it hard to believe.

d She’s amazed by the story of how Mari met Patricio.

3 Patricio went back to Ecuador because he ...

a found a job building houses.

b wanted to spend more time with his daughter.

c didn’t like living so far away from his people.

d couldn’t find work in Essex.

4 What does Mari think about her new life?

a It’s not easy for her because everything is different.

b She misses the life she had in London.

c It’s difficult because she can’t catch fish.

d She would like to go back to her family and business.
- An aerial photograph showing several traditional huts with steeply pitched, thatched roofs made of palm fronds or similar natural materials. The huts are built on a cleared area within a dense tropical jungle. A narrow path leads between the huts, and a small figure of a person can be seen walking on it. The surrounding forest is thick with various types of trees and vegetation.
- Moving to the jungle
- If you had the chance to give up everything to go and live in the Amazon jungle, would you do it? You would certainly have to be very brave, but 52-year-old Mari Muench took the risk.

Her story, which even she describes as ‘completely **ridiculous**’, started in 2010 when she was on holiday in Ecuador. There she met Patricio, who is a shaman in his **tribe**. Patricio asked Mari to dance and, as they got to know each other, he told her an amazing story. He said that when he was just 15 years old, he had a dream in which he saw her. Mari also felt a very strong attraction to the place. ‘Unless I come to live here with Patricio,’ she thought, ‘I’ll never be happy.’

A few months after this first meeting, Mari and Patricio got married! Then, they decided to move to Essex near London where their daughter Samai was born. But Patricio had many doubts about living so far from his community.

So, Patricio moved back to Ecuador and took advantage of the time there to begin making preparations for Mari and Samai’s arrival. With help from his tribe, over a period of four months, he cleared a small piece of land in the **rainforest** and built a traditional **hut**, using only materials from the forest, his hands and a lot of hard work.

In 2018, she left her Essex home, her family and her successful go-karting business, as well as all the advantages of modern life for the Ecuadorian jungle. After a two-day journey, they reached Patricio’s community. Mari is learning how to **hunt** and fish, eat insects and share her life with her new family. ‘It’s the hardest thing I’ve ever done,’ she **admits**, but she says she’s very happy.
- 4 ☆☆☆ What do you think life will be like for Mari, Patricio and Samai? Write four sentences.
- UNIT 6 | NO LIMITS 49

LANGUAGE IN ACTION

First and second conditional

1 ★ Match the beginnings of the sentences (1–5) with the ends (a–e).

- 1 If you had the chance,

2 We'll almost certainly get lost

3 Unless he pays attention,

4 Harry would work harder

5 If you had a blog,
- d
- a he won't get a lot out of Mr Smith's classes.

b I would read it.

c unless we stop and ask someone.

d would you fly in a helicopter?

e if you encouraged him more.

2 ★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 In case of any doubts, you can call me.

If you have any doubts, you can call me.

2 Without taking risks, you'd get really bored.

You'd get really bored if you _____ any risks.

3 You don't like Ali because you don't really know him.

You'd really like Ali if you _____ to know him.

4 I'll put the cat out in the garden if it annoys you.

I'll put the cat out in the garden _____ on your nerves.

5 You can get a lot out of playing team sports.

_____ team sports, you can get a lot of them.

3 ★★ Complete the conversation with the correct form of the verbs in brackets.

- GRETA What are you doing, James?

JAMES I'm making pizza. If you ¹_____ 're (be) nice to me, I ²_____ (give) you a slice.

GRETA Great. But if you ³_____ (put) pineapple on it, I ⁴_____ (not eat) it.

JAMES Well, if you ⁵_____ (not like) pineapple, I think I ⁶_____ (put) some extra chunks on it!

GRETA Come on, James. If I ⁷_____ (make) a pizza, I ⁸_____ (not use) any ingredients you didn't like.

JAMES That's true – but you don't cook! If you ever want to learn, I ⁹_____ (help) you.

GRETA Oh, please. You only know how to make pizza! If I ¹⁰_____ (take) an interest in cooking, I ¹¹_____ (ask) Mum or Dad to help me.

JAMES Right, that's it! Extra chunks of pineapple!



4 ★★ Underline and correct one mistake in each sentence.

- 1 If I have a drone, I would fly it really fast. had

2 If you folded your clothes properly, your room won't be such a mess. _____

3 Will we get lost if we won't follow the map? _____

4 If I listen to classical music, it might be inspire me. _____

5 Unless you don't try it, you'll never know what it's like. _____

6 What you would do if you had doubts about your future? _____

5 ★★★ Complete the sentences with your own ideas.

- 1 If I knew how to cook well, _____.

2 If I had a blog, _____.

3 I would take more risks if _____.

4 Unless I fail all my exams, _____.

5 If I get a really good job, _____.

6 If I get bored later, _____.

VOCABULARY AND LISTENING
Inspiration and challenge

1 Find nine more words for challenges in the word search.



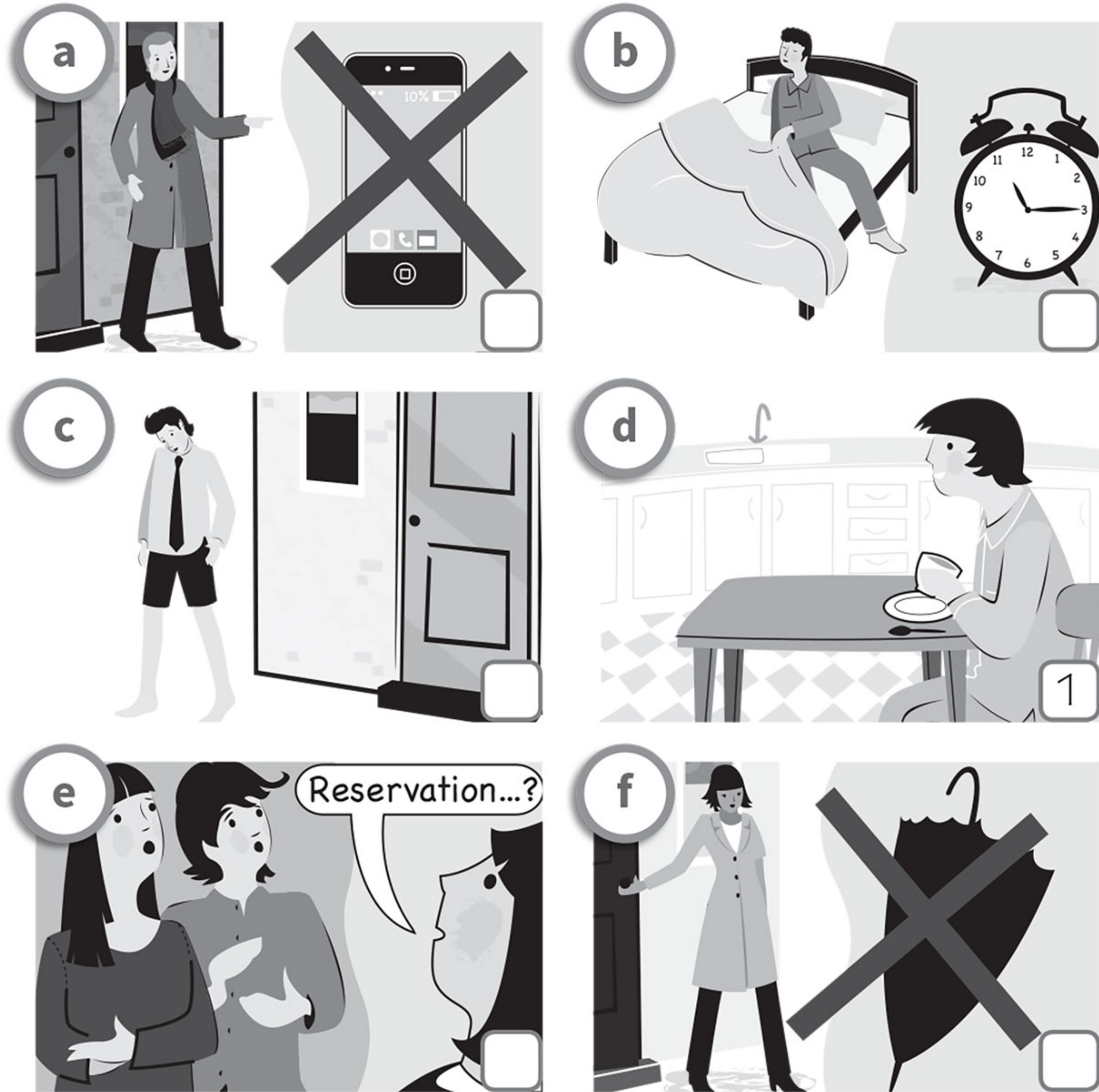
2 Match the words in Exercise 1 with the definitions.

- 1 You'll need this in a dangerous situation.
bravery
- 2 My parents do this so that I read more books.
- 3 You'll have to go around or over it.
- 4 Your family and friends will always do this.
- 5 An extraordinary person does this to other people.
- 6 You'll need to work hard when you have one.
- 7 When you keep trying and never give up, you have this.
- 8 You do this if you deal with something successfully.
- 9 If you're lucky, you have these.
- 10 When you reach your aim you do this.

3 Write a paragraph about someone who acted with bravery. You can write a true story or invent one.

A radio show

4 Listen to the radio show about what British people think is 'risky behaviour'. Put the pictures in the order you hear about them.



- 5 Listen again and circle the correct options (see Learn to learn tip in the Student's book, p74.).
- 1 The number of people who took part in the survey was ...
a 2,000. b over 2,000. c 40.
 - 2 British people think it's risky to drink coffee or tea before ...
a going out. b having breakfast. c going to bed.
 - 3 What do British people think is risky when they go to a restaurant?
a Ordering foreign food.
b Going without booking a table.
c Booking a table after 11 pm.
 - 4 What shouldn't you do with your mobile phone?
a Leave it charging for too long.
b Take it everywhere you go.
c Leave it at home.
 - 5 British people also think it's risky to leave the house ...
a with different shoes or socks.
b with wet hair.
c in their pyjamas.

LANGUAGE IN ACTION

Third conditional

1 ★ Match the sentences (1–4) with the pictures (a–d).

- 1 If Charlie had missed the bus, he wouldn't have met Hannah.

D
- 2 If Charlie hadn't missed the bus, he wouldn't have arrived late.
- 3 If I hadn't gone to the party, I wouldn't have had so much fun.
- 4 I would have gone to the party if I hadn't agreed to watch a film with Suzy.



2 ★★ Complete the sentences with correct form of the verbs in brackets.

TO: Aisha

FROM: Amy

Hi Aisha,

I'm never going to have a party in my house again!! First of all, if I ¹ hadn't invited (not invite) so many people, there ² _____ (be) more food for everyone. Then, Carmen and Elsa ³ _____ (not get) lost if I ⁴ _____ (send) them a map. I don't think inviting Harry was a good idea either. If he ⁵ _____ (not jump) on the sofa, he ⁶ _____ (not break) the mirror in the living room.

There was one good thing. If Mira ⁷ _____ (not come), she ⁸ _____ (not bring) her friend Beatriz. She's from Turkey, and she invited me to stay with her when I go travelling this summer!

Amy

3 ★★★ Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Holly didn't have the same opportunities as everyone else, so she didn't go to university.

If Holly had had the same opportunities as everyone else, she would have gone to university.
- 2 George didn't take any interest, so he failed the exam.

If George had taken an interest, he _____ failed the exam.
- 3 The fish didn't taste very nice because of the sauce.

The fish _____ better if it hadn't had that sauce.
- 4 My friend Mike went to hospital last week because he broke his leg playing football.

Mike wouldn't have gone to hospital if he _____ his leg playing football.
- 5 The party turned out really well because the music was amazing.

The party wouldn't _____ out so well if the music hadn't been so amazing.

4 ★★★ Answer the questions with your own ideas.

- 1 What would you have done if you hadn't come to school today?

- 2 If you'd been born 50 years ago, what would your childhood have been like?

WRITING
A for and against essay

1 Read the essay. Is the writer in favour of or against taking risks?

A life without risks is boring



- A It's difficult to imagine a life without risk. For example, we take risks every day when we leave the house. In fact, doctors say your home is the most dangerous place in the world!
- B the one hand, some people take pleasure in dangerous situations. For , they think that if they don't do something dangerous as climbing mountains, they'll get bored. Some people argue that they are overcoming obstacles with determination.
- C On the hand, many people would rather have a quiet life. They don't need to challenge themselves every day. , they say that you can get a lot out of life by having fun without taking risks.
- D conclusion, it seems to me that if you live your life worrying about the dangers around you, you'll never be happy. However, I personally you shouldn't take too many risks. You only live once, they say. That could mean 'take risks because you've only got one life.' But it can also mean that you should stay alive if you can.

2 Complete the essay with the Useful language phrases.

believe for furthermore in instance on other such

3 Read the essay again. Complete the sentences.

- 1 Doctors say our homes are .
- 2 Some people get bored if they don't .
- 3 Many people would prefer .
- 4 'You only live once' can mean or .

4 Read the essay again. Which paragraph (A-D) ...

- 1 explains the reasons against the argument?
- 2 summarises the writer's general opinion?
- 3 introduces the argument
- 4 explains the reasons for the argument?

Write your own for and against essay.

PLAN

5 Look at the essay title and make notes on your arguments in favour of and against the statement.

Life is just about having fun.

In favour:

Against:

6 Decide what information to include in each paragraph. Use the information in Exercise 4 to help you.

WRITE

7 Remember to include four paragraphs, conditional tenses, vocabulary from the unit and expressions from the Useful language box (see Student's Book, p77).

CHECK

- 8 Do you ...
 - include an introduction?
 - talk about the arguments for and against?
 - have a conclusion?

VOCABULARY

1 Complete the expressions with *get*, *have* or *take*.

- 1 _____ on my nerves
- 2 _____ advantage of
- 3 _____ fun
- 4 _____ risks
- 5 _____ bored
- 6 _____ doubts
- 7 _____ an interest in
- 8 _____ a lot out of
- 9 _____ pleasure in
- 10 _____ to know
- 11 _____ lost
- 12 _____ the chance

2 Complete the sentences with the words in the box.

achieve bravery challenge determination
 encouraged inspired obstacles
 opportunities overcome support

- 1 We went to the stadium on Saturday to _____ our football team.
- 2 When Paul moved to Moscow, the biggest _____ was learning to speak Russian.
- 3 If you fail this test, they won't give you any more _____.
- 4 My parents _____ me to learn the piano and now I'm a professional musician.
- 5 Rescuing that dog from the river took a lot of _____.
- 6 We were losing 3-0, but our _____ helped us to come back and win 3-4.
- 7 Amy was _____ to write this song by things that happened when she was young.
- 8 Everyone has to _____ many _____ throughout their lives – that's life.
- 9 Hassan had to work very hard to _____ his dream of becoming a dancer.

LANGUAGE IN ACTION

3 Put the words in the correct order to make first and second conditional sentences.

- 1 I / the teacher / the answer / I'd ask / If / didn't know

- 2 have to / If / you / Peter / have / ask / you'll / any / doubts

- 3 message / send / you / If / I / bored / get / I'll / a

- 4 you / dreams / you'll / Unless / achieve / your / never / try harder

- 5 risky / I / do / it / wouldn't / was / I / thought / it / If

- 6 anything / this obstacle / You'll / you / never / overcome / unless / achieve

4 Complete the third conditional sentences with the correct form of the verbs in brackets.

- 1 If I _____ (get) lost, I _____ (not arrive) on time.
- 2 He _____ (do) better in the race if you _____ (encourage) him more.
- 3 Steve _____ (not say) anything if you _____ (not get) on his nerves.
- 4 I _____ (not be) able to buy a new phone if I _____ (not save) all my pocket money for months!
- 5 If you _____ (not sit) at the back of the classroom, you _____ (hear) everything the teacher said.

CUMULATIVE LANGUAGE

5 Complete the interview with the missing words. Circle the correct options.

INTERVIEWER So why did you decide to become a footballer?

GIULIA I suppose it's like everyone. I ¹ _____ love playing when I was a child. I always had fun playing football. But if I ² _____ the support of my family, I would never ³ _____ a professional.

INTERVIEWER ⁴ _____ hard for you up to now?

GIULIA Yes, sometimes. When I was younger, I had doubts about my ability. But then my coach ⁵ _____ an interest in me and I ⁶ _____ to improve and to get ⁷ _____ better than I was. I knew I ⁸ _____ improve my skills if I wanted to achieve my dreams.

INTERVIEWER You don't get bored with football, ⁹ _____?

GIULIA No, I don't. ¹⁰ _____ pleasure in training and my teammates really inspire me. I wouldn't be happy ¹¹ _____ I wasn't training and playing football and there are thousands of people there to support me every week. How ¹² _____ I get bored?



- | | | | |
|------------------------|-----------------------|---------------------|-----------------------|
| 1 a would | b used to | c could | d had to |
| 2 a hadn't had | b hadn't | c haven't had | d haven't |
| 3 a become | b became | c have become | d to become |
| 4 a Is it | b Was it | c Has it been | d Had it been |
| 5 a take | b took | c had taken | d might take |
| 6 a was encouraged | b encouraged | c am encouraged | d encourages |
| 7 a rather | b quite | c totally | d far |
| 8 a must | b will have to | c would have needed | d would have to |
| 9 a do you | b don't you | c are you | d were you |
| 10 a I'm always taking | b I was always taking | c I've always taken | d I could always take |
| 11 a if | b unless | c when | d after |
| 12 a must | b could | c should | d may |

7

KEEP CALM!

VOCABULARY

Feelings

1 ★ Complete the adjectives with the correct vowels. Then, complete the table with the adjectives.

- 1 r i d i c u l o u s

2 g r _ t _ f _ l

3 h _ r t

4 d _ w n

5 g l _ d

6 p _ _ c _ f _ l

7 _ n s _ c _ r _
- 8 _ m _ s _ d



9 _ _ g _ r

10 _ n n _ y _ d

11 h _ p _ f _ l

12 t h r _ l l _ d

13 s _ t _ s f _ _ d

positive 	negative 

2 ★★ Circle the correct options.

- 1 Please don't post that photo. I look *peaceful* / *ridiculous*!

2 What have you done? Why is Emily so *annoyed* / *grateful* with you?

3 Paul needs your help. He's feeling *glad* / *insecure* about his class project.

4 If they knew it was raining, they wouldn't be so *amused* / *eager* to go out.

5 My maths teacher isn't *satisfied* / *hopeful* with my work. She thinks I can do better.

6 Chloe's *thrilled* / *down* because she's getting a new mobile phone.



3 ★★ Complete the sentences with correct adjectives from Exercise 1.

- 1 Lucas is hurt because you didn't invite him to the party. You should say sorry.

2 I'm so _____ you called because I wanted to ask you something.

3 I like studying in the garden because it's so _____ – all you can hear are the birds singing.

4 Liam's feeling _____ because his best friend has just moved to Germany.

5 The teacher wasn't very _____ by my joke, so she gave me extra homework.

6 We're taking a big risk, but we're all _____ that everything will turn out well.

4 ★★★ Write a sentence describing how you would feel if these things happened to you. Explain why. (See the *Learn to learn* tip in the Student's Book, p83.)

How would you feel if ...

- 1 you had to make dinner for your family?

2 one of your relatives gave you some money?

3 a friend of yours told you she was moving to another city?

4 your teacher told you that you had an exam tomorrow?

5 you remembered it was a holiday while waiting for the school bus?

Explore it!



Guess the correct answers (choose two options).

Dogs can recognise whether a human is angry or happy by ...

- a their facial expression.

b the words they use.

c the tone of their voice.

Find out about other animals that can recognise human emotions.



READING
A magazine interview

- 1 ★ Read the interview. Is this sentence true or false?
Mindfulness doesn't help students with their exams.
- 2 ★★ Match the underlined words in the interview with the definitions.
- 1 I can't concentrate if you keep talking. You're getting on my nerves.
 - 2 Humans have five _____: hearing, sight, taste, smell and touch.
 - 3 Lucas improved his _____ in tennis with practice.
 - 4 Dr Morgan has written many _____ about stress.
 - 5 The doctor gave Maya a _____ painkiller after her accident.
 - 6 The doctor told my dad that he has to _____ his weight.
- 3 ★★ Read the interview again and circle the correct options.
- 1 Jeremy Parker says that *concentration* / *mindfulness* can stop people having negative feelings.
 - 2 Mindfulness teaches us to pay more attention to *the present* / *difficult situations*.
 - 3 Meditation is used to *control our feelings* / *make us happy*.
 - 4 When we're depressed, *we sometimes make ourselves* / *other people sometimes make us* feel even worse.
 - 5 Cognitive psychology *studies how mindfulness works* / *can teach people to understand their feelings*.
 - 6 Safari Walk is *not difficult to learn* / *especially good for children*.
- 4 ★★★ Answer the questions so they are true for you.
- 1 What do you do when you feel down or insecure?

 - 2 Would you like to learn more about mindfulness?
Why / Why not?

Mindfulness for students

Sometimes you're worried and insecure about everything and you can't concentrate. These feelings affect your personal life and your school work and can sometimes get worse. The psychologist Jeremy Parker (and many other experts) suggests using mindfulness.

What is mindfulness?

Mindfulness is a very powerful tool or technique that helps people to concentrate more on here and now. It helps you to stay calm in difficult situations, which you often create for yourself. The technique teaches you to practise breathing and uses meditation to calm you down and understand your feelings and thoughts.

How does mindfulness help?

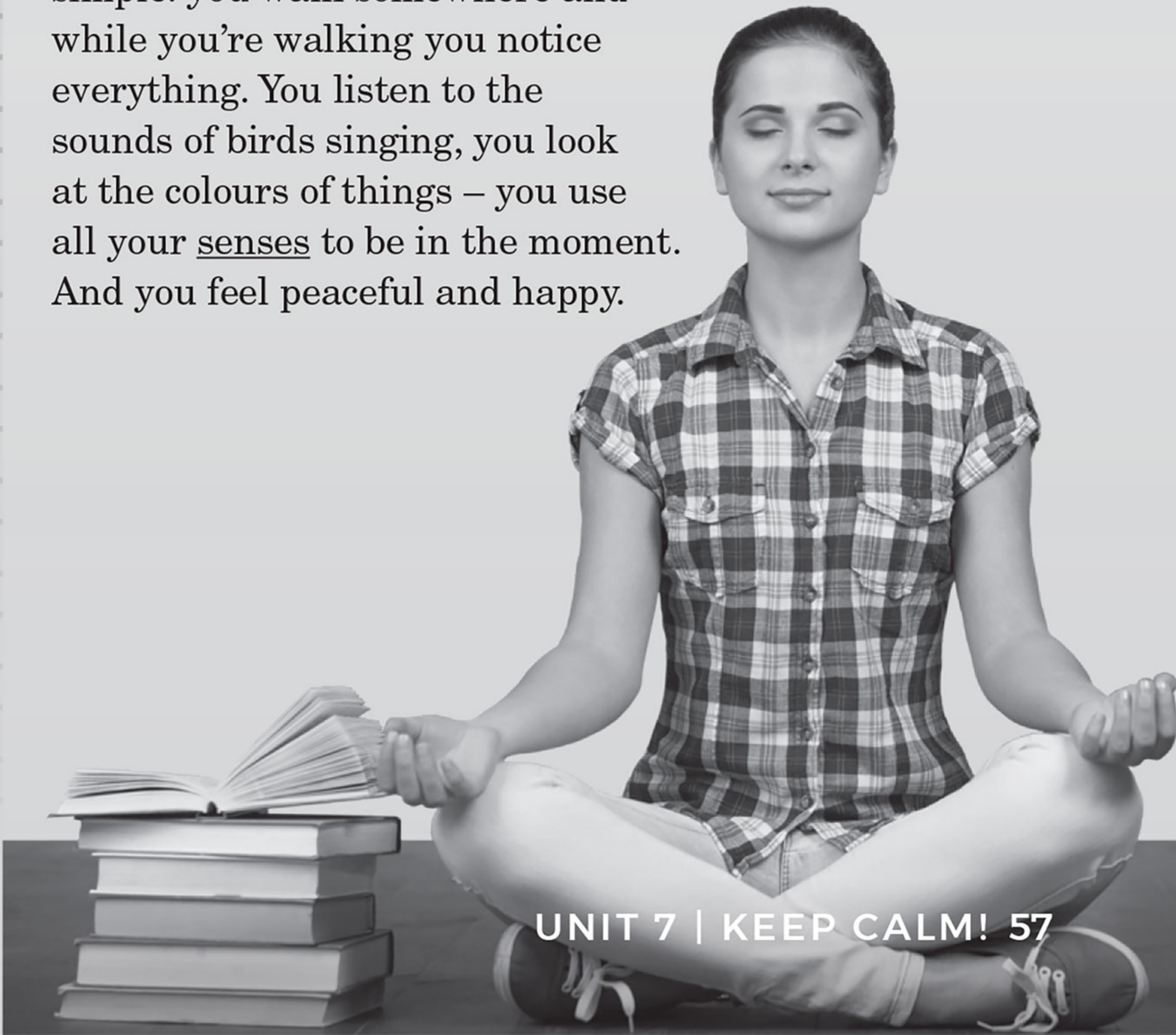
Everyone has times when they feel down or they feel hurt for some reason. Your mind is full of negative feelings, and there's a voice inside you telling you that you're a failure or that you're useless. Through meditation, you learn not to listen to that voice and after a time ... the voice stops. So, you stop worrying about things so much and you avoid thinking those negative thoughts.

What is the science behind mindfulness?

There's an area of psychology called 'cognitive therapy' which helps people to understand how they are thinking and to change it. Mindfulness is based on this, and many studies show that it works. One study, for example, showed that meditating before an exam helps you to get better grades. Another study shows that it reduces stress and worry.

Can you give an example of a mindfulness activity?

There's a simple activity called 'Safari Walk'. It works for children, adolescents and adults, and it's very simple: you walk somewhere and while you're walking you notice everything. You listen to the sounds of birds singing, you look at the colours of things – you use all your senses to be in the moment. And you feel peaceful and happy.



LANGUAGE IN ACTION
Gerunds and infinitives

- 1 Circle the correct options.
- 1 Getting / To get lost on the way to school is not normal.
 - 2 It's important taking / to take advantage of the opportunities you are given.
 - 3 George says he enjoys cooking / to cook but he doesn't have time.
 - 4 I tasted the sauce checking / to check if it was too spicy.
 - 5 She decided not to wear / wearing her new boots to the party.
 - 6 I'm annoyed about to lose / losing the game.



- 2 Complete the conversation with the correct form of the verbs in brackets.
- MAE 1 Going (go) to that mindfulness class was a great idea.
- ISA Yes, it was. I'm eager 2 (try) it. I'd like 3 (learn) a few more of Dr Fraser's techniques.
- MAE Well, first he told us to practise 4 (breathe) ... like this.
- ISA Don't forget 5 (hold) it for a few seconds.
- MAE I feel a bit ridiculous, but after 6 (do) it a few times I'll feel better.
- ISA 7 (learn) something new is always a bit strange at the beginning.
- MAE I suppose it is. He suggested 8 (try) it at home on our own before the next meeting.
- ISA OK, I'm going home 9 (practise). I'll send a message later 10 (tell) you how I get on.

- 3 Complete the sentences with the correct form of the verbs in the box.

bring hear look take win write

- 1 After an hour of studying, I stopped to take a short break.
 - 2 I'll never forget the cup final last year - I was so thrilled.
 - 3 I remember a strange noise and then all the lights went out.
 - 4 John didn't do his homework because he forgot it down yesterday.
 - 5 Rania stopped at her mobile phone to listen to the news.
 - 6 Did you remember a sandwich to school today? We have an extra class.
- 4 Match the sentences with the correct meaning.
- | | |
|------------------------------|---|
| 1 I stopped to talk to Matt. | a I stopped what I was doing to talk to Matt. |
| 2 I stopped talking to Matt. | b I don't talk to Matt anymore. |
| 3 I forgot to call Lisa. | c I don't remember calling Lisa. |
| 4 I forgot I called Lisa. | d I didn't call Lisa. |

- 5 Answer the questions so they are true for you. Write full sentences.
- 1 Do you enjoy swimming in the sea in summer? Why / Why not?
 - 2 What did you forget to do last week?
 - 3 Which sport would you be interested in learning to play?
 - 4 What do you hope to do when you leave school?
 - 5 What things have you stopped doing since you were a child?

VOCABULARY AND LISTENING

Expressions with *heart* and *mind*

1 ★ What word goes on the back of these flashcards? Write *heart* or *mind*. (See the *Learn to learn* tip in the Student’s Book, p86.)

1

put his _____
into it

heart

2

learn something by

3

have something on
your _____

4

break someone’s

5

it crossed my

2 ★★ Complete the text with one word in each gap.

Making decisions is the hardest thing in the world. I just can’t
1 _____ *make* _____ my mind up whether I want this or that. And then when I’ve made a choice, I often have doubts – I’m
2 _____ two minds about whether I’ve made the right choice. Then, it suddenly 3 _____ my mind that the other one might be better, and I think maybe I should
4 _____ my mind. And when it’s something that involves other people, I have to 5 _____ in mind what other people think. Maybe you should choose for me!



- 3 ★★★ Answer the questions so they are true for you.
- 1

What was the last thing you had to learn by heart?
- 2

What do you do when you can’t make your mind up about something?
- 3

Who do you talk to when you have something on your mind?

A conversation



- 7.01

4

★ Listen to the conversation between Jack, Amy and Valerie. What does Jack decide to do?
- 7.01

5

★★ Listen again and answer the questions.

1

What will Jack have to do soon?

He'll have to do exams.

2

What does Valerie do after school?

3

Why does she do it?

4

What does Amy do?

5

How did she feel at the beginning?

6

Why don't Valerie and Amy support Jack's decision?
- 6

★★★ Write about something you do after school. What do you do? Why did you decide to do it? What do you like about it?

LANGUAGE IN ACTION

Subject and object questions

1 ★ Complete the subject questions with Who or What.

- 1 A Who decided to buy this ridiculous present for Harry?
B It was Flavia.
- 2 A _____ changed your mind about the T-shirt?
B The price.
- 3 A _____ produced such a deafening noise?
B It was thunder.
- 4 A _____ wants to learn all those names by heart?
B Nobody.
- 5 A _____ enjoyed the concert the most?
B Oscar did.

2 ★★ Put the words in order to make questions.

- 1 you / exams / do / about / feeling / How / avoid / nervous / ?
How do you avoid feeling nervous about exams?
- 2 the / crossed / when / mind / your / drone / you / What / saw / ?

- 3 decide / to / shopping / did / with / you / go / Who / ?

- 4 get / is / football / to / match / going / at / Who / bored / a / ?

- 5 you / annoyed / with / did / get / What / so / ?

3 ★ Match the answers (a–e) with the questions in Exercise 2.

- a My sister. She hates going to the stadium. ☐
- b I thought it was a bird! ☐
- c The computer because it stopped working. ☐
- d Berat came with me. I bought these jeans. ☐
- e Mindfulness helps me to avoid feeling nervous. ☒

4 ★★★ Complete the interview. Write questions with Who or What and the words given.

- A discover / your amazing ability?
¹Who discovered your amazing ability?
- B My coach, Alison. She saw me playing one day and told me she'd like to be my coach.
- A You used to play football, but now you play tennis. make / you / change / your mind / ?
²_____
- B I enjoyed them both, but I had to make up my mind and I just loved playing tennis.
- A It hasn't been easy for you. support / you in the difficult times / ? ³ _____
- B My family – they're amazing.
- A inspire / you / ? ⁴ _____
- B I really admire Rafael Nadal.
- A Now you're number one in your country. it / feel / like / ? ⁵ _____
- B It's amazing. I'm thrilled.
- A You always seem very calm. get / on / nerves / ?
⁶_____
- B Lots of things, actually. I don't like doing interviews!!

5 ★★★ Answer the questions so they are true for you. Write full sentences.

- 1 What do you often get annoyed with?

- 2 Who calls or send you messages every day?

- 3 Among your friends, who plays a musical instrument?

- 4 Who made dinner at home last night?



WRITING

An email reply

1 ★ Read the emails. Which piece of advice does Daniel not give?

- 1 find a good teacher ☐
- 2 buy an expensive guitar ☐
- 3 borrow a guitar ☐
- 4 watch videos ☐

● ● ●

TO: Daniel

FROM: Monica

Hi Daniel

Jack told me that you took up the guitar this year. I'm hoping to learn how to play too, but I'm not sure. Is it very difficult? Any advice?

All the best

Monica

● ● ●

TO: Monica

FROM: Daniel

Hi Monica

I'm so glad you wrote to me. Playing the guitar is fun so ¹ I would recommend learning it. It's difficult at the beginning, so ² _____ find a teacher. My teacher was really patient, and he never got annoyed with me when I did something silly. Also, ³ _____ to borrow someone else's guitar for the first few weeks, until you're sure you enjoy it. ⁴ _____, don't go out and buy an expensive guitar and then change your mind. Who wants to waste money like that?


You're probably eager to start learning songs, but first try to learn basic things like where to put your fingers. When you find a teacher, ⁵ _____ taking classes more often at the beginning? I took three classes a week to get a good start.

Online videos were really helpful, and I'm grateful to my teacher for suggesting that I watch them.

Anyway, good luck!

All the best

Daniel



- 2 ★★ Complete the email with the *Useful language*.
- a Whatever you do
- b it would definitely help to
- c why don't you suggest
- d ~~I would recommend~~
- e it might be better

Write an email reply.

PLAN

3 ★★ Look at Laurie's email and think of pieces of advice.

● ● ●

Hi

I'm really insecure about my exam, and I'm feeling very nervous. Have you got any advice?

Laurie

Make notes on what you think she should and shouldn't do.

Do: _____

Don't: _____

WRITE

4 ★★★ Write your email reply. Remember to include the advice you thought of from Exercise 3, *Useful language* for recommending and suggesting (see Student's Book, p89), and reasons for your suggestions.

CHECK

- 5 Do you ...
- say what Laurie should do?
- say what Laurie should not do?
- think the advice is useful?

VOCABULARY

1 Find 12 more feelings adjectives in the word search.

R	B	E	A	G	E	R	F	O	L	P	S
I	V	S	N	L	C	V	U	H	U	R	T
D	G	A	N	A	Y	A	I	N	H	V	H
I	R	T	O	D	O	W	N	N	O	P	R
C	A	I	Y	F	R	B	S	J	P	K	I
U	T	S	E	D	T	V	E	U	E	Q	L
L	E	F	D	P	E	A	C	E	F	U	L
O	F	I	A	F	Y	E	U	W	U	K	E
U	U	E	S	C	H	F	R	R	L	J	D
S	L	D	A	M	U	S	E	D	F	U	P

2 Complete the expressions.

- b _____ my heart
- c _____ my mind
- in t _____ minds
- c _____ to my heart
- m _____ my mind up
- l _____ by heart
- p _____ my heart i _____ it
- h _____ got something on my mind
- b _____ in mind
- c _____ my mind

LANGUAGE IN ACTION

3 Circle the correct options: gerund (G) or infinitive (I).

- | | | |
|---|---|---|
| 1 After verbs like <i>decide, refuse, hope</i> | G | I |
| 2 After prepositions | G | I |
| 3 To explain purpose | G | I |
| 4 After verbs like <i>avoid, enjoy, suggest</i> | G | I |
| 5 As the subject of a sentence | G | I |
| 6 After adjectives | G | I |

4 Complete the sentences with the correct form of the verbs in the box.

feel
 go
 help
 learn
 see
 waste

- I enjoy _____ things by heart sometimes.
- Edward is eager _____ with the preparations for the party.
- Mindfulness can help you to avoid _____ nervous.
- I don't remember _____ to the hospital after the accident.
- _____ time is very easy when you have a mobile phone in your hand.
- I connected these two cables _____ what would happen.

5 Complete the questions for the interview.

- | | |
|-------------|--|
| INTERVIEWER | ¹ When / you / start playing basketball / ? |
| MATT | When I was about seven years old. |
| INTERVIEWER | ² Who / teach / you how to play / ? |
| MATT | My dad. He loves basketball. |
| INTERVIEWER | ³ Who / give / you your first basketball / ? |
| MATT | My coach, actually. Until then I'd always played with my dad's ball. |
| INTERVIEWER | ⁴ Who / be / your favourite player / ? |
| MATT | LeBron James. Of course. |
| INTERVIEWER | ⁵ What / make / you feel insecure / ? |
| MATT | Doing interviews. I never know what to say. |
| INTERVIEWER | ⁶ Where / you / practise / ? |
| MATT | At school. We have a very good gym. |



CUMULATIVE LANGUAGE

6 Complete the text with the missing words. Circle the correct options.

Birds come to town

A small town, called Broken Hill in New South Wales, Australia, has a problem. A group of emus – large Australian birds that can't fly – have decided ¹_____ in the city. It ²_____ in the region for many months, and vets believe the birds ³_____ be looking for food and water. ⁴_____ along the main street of the town is ⁵_____ strange. You can see the emus stopping to eat in gardens. The vets in the area believe the birds ⁶_____ food and water by local people and now, of course, the emus aren't very eager to leave town. Bruce Wilson, a police officer in Broken Hill, says, 'If it ⁷_____, they wouldn't have come. But if people didn't give them food, they ⁸_____. This isn't a natural place for them.' Local people are afraid some of the birds ⁹_____ by dogs. 'What ¹⁰_____ if an emu is killed by a car?' asked another neighbour.



- | | | | |
|----------------------|--------------------|-----------------------|-----------------|
| 1 a living | b live | c lives | d to live |
| 2 a doesn't rain | b hasn't rained | c hasn't been raining | d isn't raining |
| 3 a might | b can | c should | d had to |
| 4 a To walk | b Walk | c Walking | d Walks |
| 5 a too | b a lot | c extremely | d absolutely |
| 6 a have been giving | b have been given | c have given | d are giving |
| 7 a rained | b has rained | c will rain | d had rained |
| 8 a wouldn't stay | b won't stay | c don't stay | d hadn't stayed |
| 9 a are attacked | b will be attacked | c might attack | d attacked |
| 10 a will happen | b had happened | c happened | d does happen |

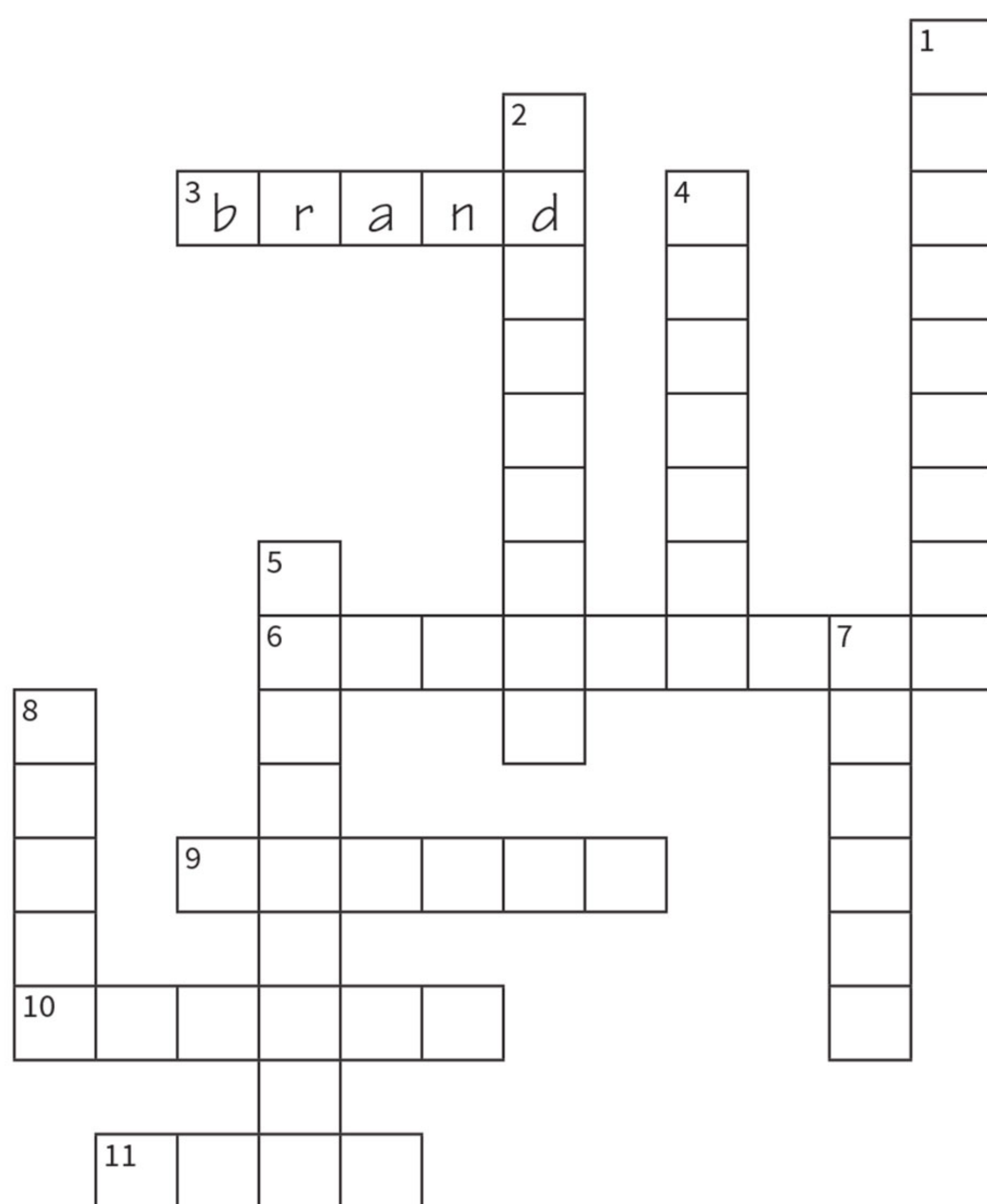
8

ADVERTISING

VOCABULARY

Advertising

1 ★ Complete the crossword. Use the clues.



Across

- 3 The name of a type of product.
- 6 Tell people about your product (on TV or online).
- 9 A person who is selling something.
- 10 You write this to give your opinion about a product.
- 11 A symbol that represents the product.

Down

- 1 Change how someone thinks about something.
- 2 A program that stops adverts on your computer.
- 4 The object or service a company sells.
- 5 This type of company makes adverts.
- 7 A word or short phrase linked to a brand.
- 8 A person who buys something.

2 ★★ Complete the sentences with the correct form of the verbs in the box.

advertise block ~~buy~~ market
not influence produce review sell

- 1 I don't want to buy a new phone. This one's perfectly good.
- 2 A lot of the people who _____ the book online said they didn't like it.
- 3 I saw those drones _____ on TV – they look amazing.
- 4 Some products are very difficult _____ in other countries because of their names.
- 5 Do you know anyone who _____ a bike? I need a new one.
- 6 Most technological devices like phones and tablets _____ in Asian countries.
- 7 A lot of people say that advertising _____ them – but actually it does.
- 8 There are so many adverts on the Internet that sometimes I'd really like _____ them all.

3 ★★ Look at the verbs in Exercise 2 again. What is their noun form? (See the *Learn to learn* tip in the Student's Book, p95.)

- | | |
|----------------|---------|
| 1 <u>buyer</u> | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ | 8 _____ |

Explore it!



Guess the correct answer.

It's not true that we don't like watching adverts. An advert for Samsung in India has got over _____ million views.

- a 100 b 150 c 200

Find an interesting fact about an advert and send a question in an email to a classmate or ask them in the next class.



READING

A report

- 1 ★ Read the report. In what ways can companies find out about our habits?
- 2 ★★ Match the underlined words in the report with the definitions.
- 1 open a webpage access
- 2 looking through _____
- 3 collect _____
- 4 give someone the most recent information _____
- 5 information, especially facts and numbers _____
- 6 give or supply something for free _____
- 3 ★★ Are the sentences *T* (true) or *F* (false)? Correct the false sentences.
- 1 We only provide marketing companies with information when we want to.
F We also provide them with information without realising it.
- 2 GPS is used with social media to record where we are.
- 3 A lot of data is gathered to give users recommendations.
- 4 Public transport systems also gather data about their users.
- 5 We don't generate much more data than we did over 20 years ago.
- 6 Most of the figures in the last section show our internet activity in one minute.
- 4 ★★★ Answer the questions in your own words.
- 1 Do you think companies always use our data to provide us with better services and products?
- 2 Do you think companies know too much about us?



HOW DO COMPANIES COLLECT DATA?

As Internet and social media users, we give out lots of personal information about ourselves, which we often want to provide. But there's a lot of information which we don't even realise we're giving away and which marketing companies gather in different ways. When we click on an advert, companies know. They also know about things that we type into a search engine, or the people who we follow and whose photos we are looking at on social media. Through GPS, they also know where we are all the time. Every time you access your social media, your location is registered.

How do companies use our data?

Every time you watch a video on YouTube, that information is used to recommend another video that you might like. The same thing happens with the songs that we listen to on Spotify or the products that we buy online. Brands use data to match buyers to products through advertising. But it's not just about selling things: in cities, data can update us on when the next bus or train is coming or where there's a traffic jam. Nowadays, a lot of people use technology to provide information about their health, which they can use to make important decisions about diet or visits to the doctor.

How much data do we generate?

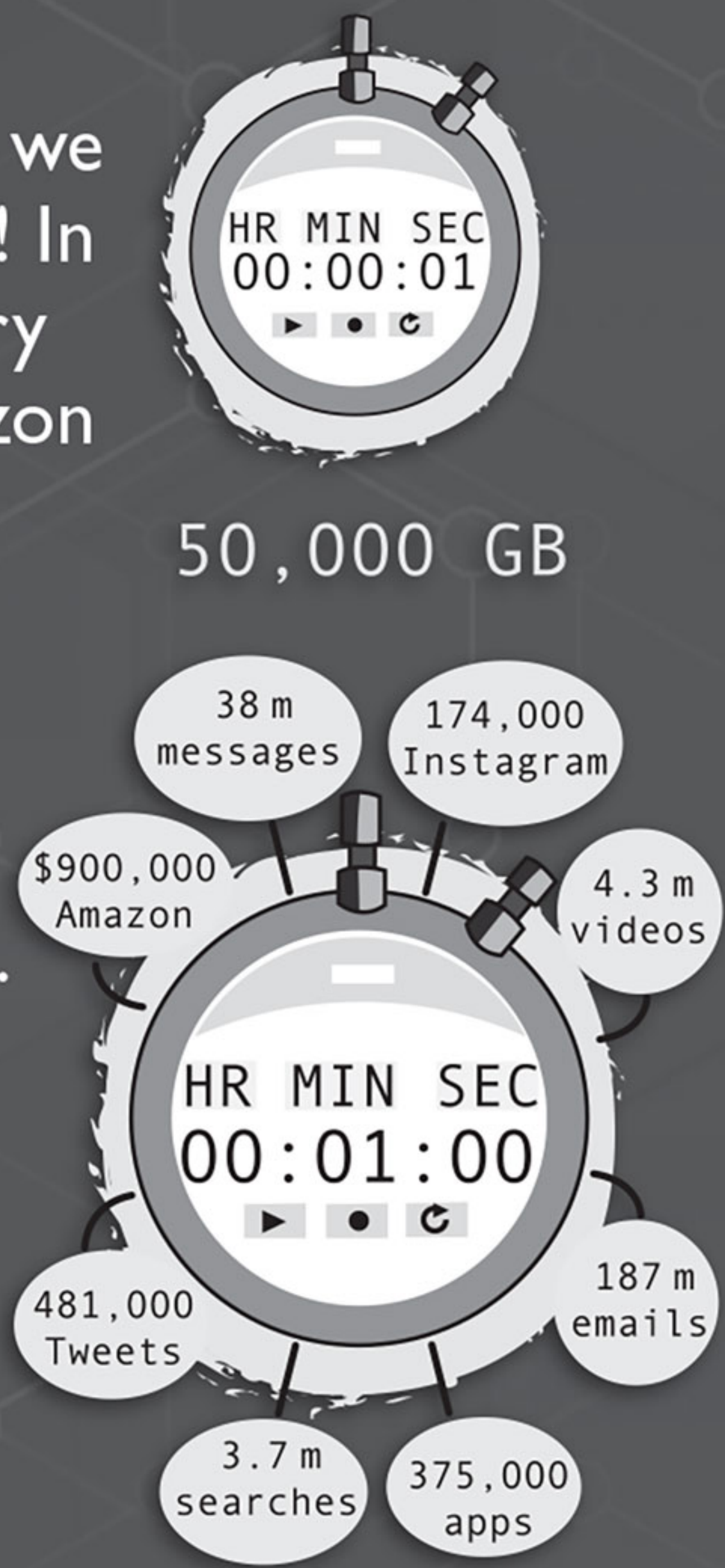
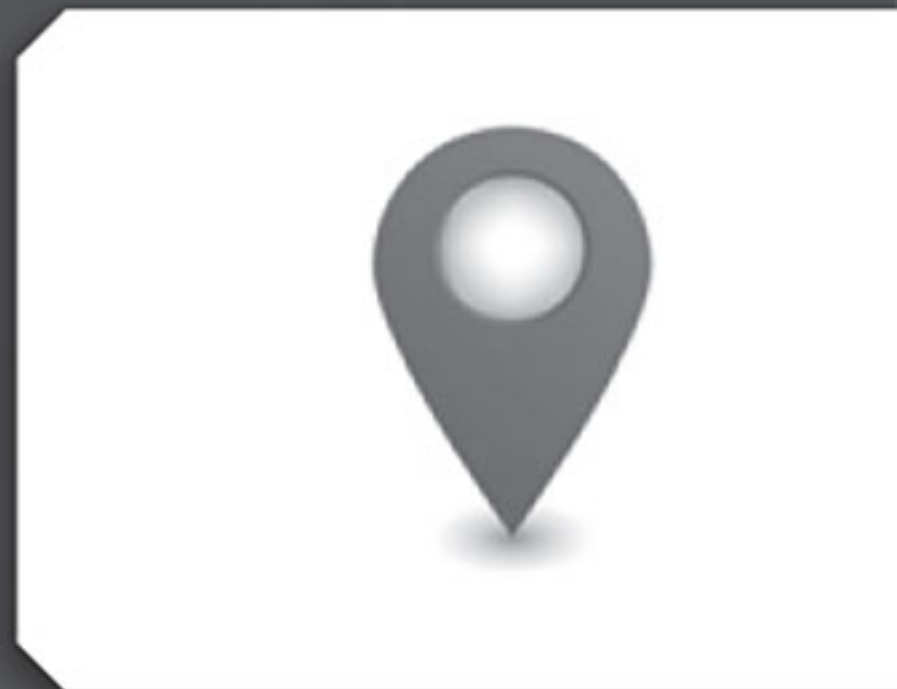
Three billion people use the Internet and we produce 50,000 GB of data every second! In 1992, that figure was 100 GB of data every day. We spend almost \$900,000 on Amazon and download 375,000 apps.

In one minute people ...

- watch 4.3 million videos on YouTube.
- send 187 million emails.
- send 38 million messages on WhatsApp.
- post 481,000 Tweets.

In one minute there are ...

- 3.7 million searches on Google.
- 174,000 people browsing photos and videos on Instagram.



LANGUAGE IN ACTION

Defining and non-defining relative clauses

1 ★ Circle the correct options.

- 1 The band (that) / what I listen to the most are called the 1975.
- 2 The logo that / who the company designed looked like a bird.
- 3 Tom and George became friends in Santiago where / when they are both learning Spanish.
- 4 They work for a company whose / who products are sold all around the world.
- 5 Lots of people buy products when / which they've seen the advert.

2 ★★ Complete sentences 1–5 with the correct non-defining relative clauses (a–e).

- 1 Sophie, c, is going to university next year.
- 2 These products, __, are sold on beaches in the summer.
- 3 Freddie used to live at 30 Wilson Road, __.
- 4 Our local football team, __, have just won the league.
- 5 The advertising campaign, __, will display the new logo.
 - a whose shirts are sponsored by my dad's company
 - b where a famous TV star lives now
 - c who lives next door to us
 - d which come all the way from China
 - e which will run from September to December

3 ★★ Complete the text with the correct relative pronouns.



Ad-blockers are software programs ¹ that stop adverts appearing on your screen. Many people ² use the Internet get annoyed with adverts ³ pop up on the screen, but I don't mind them. I quite like seeing adverts from companies ⁴ products I like. The Internet is a place ⁵ marketing companies try to market their brands, ⁶ you might or might not like. I don't remember a time ⁷ there were no adverts on the Internet. Do you?

4 ★★ Rewrite the sentences using a relative pronoun.

- 1 This is a product. This product sells in around 50 different countries.
This is a product that sells in around 50 different countries.
- 2 This advert is very funny. I've seen it about five times.

- 3 Mr Cooper is very satisfied with our work. This means we'll pass the course.

- 4 The girl in my class speaks French very well. Her sister lives in Paris.

- 5 London has lots of interesting places to visit. I'm going there for Christmas.

- 6 There's a boy in my chemistry class. He really gets on my nerves.

VOCABULARY AND LISTENING

Internet verbs

- 1 ★ Circle the correct options.
- 1 Over six million people have subscribed *on / (to)* the Lego channel on YouTube.
 - 2 If I like someone’s post, I always comment *on / to* it and say something nice.
 - 3 Jenna Marbles vlogs *about / of* make-up, her dogs and her daily life. She’s got over 18 million followers.
 - 4 Influencers say you have to work very hard to build *on / up* a large number of followers.
 - 5 I tried Instagram for a while, but I take terrible photos, so I shut *up / down* my account.
 - 6 The app sends you messages about new games, but you can switch *on / off* this option if you don’t want to see them.

- 2 ★★ Complete the email with the correct form of the verbs in the box.

build up comment on delete follow post
shut down ~~subscribe~~ switch on vlog about

Dear subscriber,

Thank you for ¹ subscribing to our YouTube channel. You can also ² _____ us on Twitter and Instagram. Over two years we have ³ _____ over one million followers thanks to you.

On this channel we will be ⁴ _____ our favourite video games. If you would like to ⁵ _____ the videos, we’d love to hear from you, and we’d love you to ⁶ _____ ideas for new vlogs. If you follow us on Twitter, you can ⁷ _____ the option to receive new messages from us on your screen. Remember, rude posts will be ⁸ _____. If you continue to make rude comments, your account will be reported and it might be ⁹ _____.

An interview

- 3 ★ Guess which numbers in the box match the sentences.

50 million 5 billion over 1 billion
over 65 million 2005

- 1 The year YouTube started. 2005
- 2 The number of YouTube users. _____
- 3 The number of people making videos. _____
- 4 The number of videos watched every day. _____
- 5 The number of subscribers to PewDiePie’s YouTube channel. _____



- 4 ★★ Listen to an interview about the YouTube video channel. Check your answers to Exercise 3.

- 5 ★★ Listen again. Are the sentences *T* (true) or *F* (false)? Correct the false sentences

- 1 Three young men started YouTube after an argument at a dinner party.
F They decided they wanted to share videos from a dinner party but found it difficult.
- 2 Janelle believes that young people watch YouTube more than TV.

- 3 Product review videos are not that popular.

- 4 People watch YouTube to find out how to do things or how good thing are.

- 5 PewDiePie makes documentaries.

LANGUAGE IN ACTION

Indefinite, reflexive and reciprocal pronouns

1 ★ Circle the correct options.

- 1 Someone / *Anyone* posted this video about my village.
- 2 I don't know *nobody* / *anybody* who vlogs about video games.
- 3 I swear I didn't delete *anything* / *something* from your computer.
- 4 What's that noise? Is *anybody* / *nobody* there?
- 5 He's just joined Instagram, but *anyone* / *no one* follows him yet.
- 6 I switched the computer on, but *anything* / *nothing* happened.

2 ★★ Complete the text with the words in the box.

anything ~~nobody~~ nothing (x2)
someone (x2) something (x2)

Be careful with what you post on social media because ¹ nobody likes rude comments. My gran used to say, 'If you have ² _____ nice to say, don't say ³ _____. If you disagree with ⁴ _____, tell them and explain why. There's nothing wrong with disagreeing about ⁵ _____, but you can really hurt ⁶ _____ if you're unkind. If you can't discuss ⁷ _____ politely, then say ⁸ _____.

3 ★ Circle the correct options.

- 1 She might have hurt *himself* / herself when she fell.
- 2 You shouldn't get annoyed with *yourself* / *ourselves* for something like this.
- 3 How do I look? I'm going to take a photo of *myself* / *yourself*.
- 4 Paul and I met *ourselves* / *each other* at a party two years ago.
- 5 We really enjoyed *ourselves* / *themselves* on our holidays.
- 6 It was a difficult project, so they decided to help *themselves* / *one another*.

4 ★★ Cross out and correct one mistake in each sentence.

- 1 This sport is totally safe. ~~Anything~~ dangerous can happen to you. Nothing
- 2 Anna taught himself how to vlog about video games. _____
- 3 Phil and I are really good friends. We talk to ourselves about everything. _____
- 4 There isn't nothing you can do about adverts on TV except switch them off. _____
- 5 It's nothing serious – I just cut me with a knife. _____
- 6 I don't know no one at this party. Is there anyone you know here? _____

5 ★★ Complete the text with the correct indefinite or reflexive pronouns or *each other*.



My sister went to live in Canada last month to work at a big marketing company. We send messages to ¹ each other almost every day and she tells me ² _____ about her life there. She says she's enjoying ³ _____, but at first it was difficult because she didn't know ⁴ _____ in Toronto and she had to do everything ⁵ _____ without any help. She found a flat in the city centre, but there was ⁶ _____ in it – not even a bed! She lives with another girl now, but they hardly ever see ⁷ _____ because the other girl works at night. But at least she has ⁸ _____ to talk to sometimes. We all miss her!

An online product review



- allows ~~designed~~ features included missing

☆☆ Read the review again. In which paragraph (A–C) can you find the following?

- 1 A negative point.
- 2 A summary of the app.
- 3 A description of the app.
- 4 Specific features of the app.
- 5 A recommendation.

Write a review of an app.

PLAN

- 4**   Choose an app to review. Think of the positive features. What do you think is missing? Decide what information to include in each paragraph. Use Exercise 3 to help you.

WRITE

- 5 ★★ Write your review.
Remember to include a title and three paragraphs, language from this unit and expressions from the *Useful language* box (see Student's Book, p101).

CHECK

- ## 6 Do you ...
- give a star rating?
 - say what you like and don't like about it?
 - say whether or not you would buy it?

VOCABULARY

1 Complete the sentences with the words in the box.

ad-blocker advert advertise brand buyer influenced logo marketing
product review seller slogan

- 1 If you are not satisfied with the _____, please return it in 15 days.

2 I can't remember the _____ name, but I know it was yellow.

3 Our company's _____ is 'We work harder for you.'

4 You can see the company _____ on the back of the phone.

5 Everyone loved the _____ that was shown on TV last Christmas.

6 The products that they _____ on this website are all video games.
- 7 He works for a _____ company with offices all around the world.

8 A lot of children are _____ by adverts on TV.

9 We found a _____ for our old car.

10 A _____ will often want to charge a higher price for the product.

11 I use an _____ so I don't see any adverts on websites.

12 Bea always writes a _____ of the products she buys online.

2 Match the beginnings of the sentences (1–8) with the ends (a–h).

- 1 On Twitter, I like following

2 Dave has just posted

3 If you don't want people to comment on your video,

4 As an influencer, Lydia has built up

5 I don't know why I subscribe

6 Lately, Lucas has been vlogging

7 If you don't delete

8 They wouldn't have shut down
- ☐

☐

☐

☐

☐

☐

☐

☐
- a you can switch that option off.

b your account if you hadn't posted those terrible things.

c about that new video game – it looks amazing.

d some photos of the party – he looks so funny.

e accounts that post information about football.

f that photo, I'm never going to speak to you again!

g to this channel – I don't even like rap music.

h a lot of followers since last year.

LANGUAGE IN ACTION

3 Complete the text with the correct relative pronoun.

The simplest technique
¹_____ marketing companies use to sell their products is repeating its name again and again. This technique, ²_____ is most common on the radio, often doesn't explain the product. On TV, perfume companies, ³_____ products are all very similar, use a slightly different technique, ⁴_____ is to have a stunning image of a beautiful man or woman ⁵_____ says the name of the brand at the end. On the Internet, ⁶_____ there is often no sound, this technique is hardly ever used.



- 4 Complete the sentences with a reflexive pronoun, or *each other*.
- Did you hurt _____ when you dropped all those books?
 - I heard Larry talking to _____ while he was in the bathroom.
 - Diana didn't ask for help from anyone. She did everything _____.
 - Do you and Peter see _____ every day in class?
 - When you're insecure, you have doubts about _____ and your ability.

- 5 Complete the text with the indefinite pronouns in the box.
- anyone anything everything nothing someone (x2)

My friend said to me the other day that they had seen ¹ _____ in an advert that looked like me. I've never been in an advert and I don't know ² _____ who has. I watched the advert myself and the person looked ³ _____ like me at all. ⁴ _____ about her was different – her hair, her face ... there wasn't ⁵ _____ about her that I could see that was similar to me. Maybe they were thinking of ⁶ _____ else.

CUMULATIVE LANGUAGE

- 6 Complete the text with the missing words. Circle the correct options.

A man called Thomas J Barratt ¹ _____ the father of modern advertising. In 1865, Barratt started working in the Pears soap company ² _____ he created a system of advertising with works of art by ³ _____ famous British painters to advertise the soap. One of the most famous paintings ⁴ _____ was of a young boy, clearly from a rich family, with a bar of Pears soap in his hand – the soap ⁵ _____ to the original painting. Barratt knew that ⁶ _____ Pears soap in people's minds with quality would create a better image. He believed that the product ⁷ _____ have a good slogan. The company used the slogan, 'Good morning. Have you used Pears soap?' for well over 60 years. He also thought that if the company put Pears soap adverts everywhere – on buses, in magazines and on posters – ⁸ _____ would see the adverts. However, Barratt also knew that things went out of fashion quickly and advertising ⁹ _____ change too. Modern advertising has kept many of Barratt's ideas and it ¹⁰ _____ his techniques ever since.



- | | | | |
|---------------|------------------|------------------|-----------------|
| 1 a considers | b considered | c has considered | d is considered |
| 2 a which | b where | c when | d that |
| 3 a totally | b a lot | c quite | d a little |
| 4 a used | b was using | c have used | d had used |
| 5 a added | b had been added | c had added | d was adding |
| 6 a connect | b connected | c connecting | d connects |
| 7 a has to | b ought to | c must have | d can |
| 8 a anybody | b no one | c someone | d everyone |
| 9 a had to | b must | c could | d have to |
| 10 a is using | b was using | c has been using | d use |

9

HAVE YOU HEARD THE NEWS?

VOCABULARY

Reporting verbs

1 Find 11 more reporting verbs in the word search.

R	E	F	D	E	N	Y	U	R	S	E
C	L	A	I	M	O	F	A	E	U	A
O	I	N	S	I	S	T	D	F	G	N
N	O	U	C	S	I	E	M	U	G	N
F	A	P	O	L	O	G	I	S	E	O
I	C	W	V	G	G	E	T	E	S	U
R	F	K	E	E	R	Z	I	U	T	N
M	V	P	R	O	M	I	S	E	D	C
C	O	M	P	L	A	I	N	F	O	E

2 Match reporting verbs from Exercise 1 with the direct speech sentences.



- 1 'No, the government is not going to close any more hospitals.' deny
- 2 'Yes, it's true what you've heard. Our star player is leaving the team.' _____
- 3 'I've told you a hundred times. I don't know who Kevin is.' _____
- 4 'Why don't you look it up on Wikipedia?' _____
- 5 'No, I'm not doing it. I'm not going shopping with you.' _____
- 6 'I hate watching ads before videos. They're so annoying.' _____

3 Complete the story with the reporting verbs in the box. (See the *Learn to learn* tip in the Student's Book, p107.)

admit announced ~~apologise~~ claimed
discovered promised

Giles had to ¹ apologise to all his followers for telling a big lie! On his vlog, Giles ² _____ that he had been asked to play in a video game competition. He ³ _____ that the designers of the video game wanted him to play. At the end of his vlog, he ⁴ _____ to tell everyone all about it the following week. So, we waited for his vlog. Nothing happened. He didn't appear. When the competition came, we all watched, but he wasn't there either. That's when we ⁵ _____ that he was lying. Giles had to ⁶ _____ it had all been a lie. He has lost a lot of followers ... including me.

4 Write a sentence using the reporting verb and your own ideas about a time when ...

- 1 a teacher announced something.

- 2 someone refused to do something.

- 3 a friend apologised.

- 4 someone promised that they would do something for you.

- 5 you complained about something.

Explore it!



Guess the correct answer.
The first 24-hour news channel was CNN, which started in
a 1980 b 1995 c 2000
Find an interesting fact about a news channel or website. Send a question in an email to a classmate or ask them in the next class.

READING
A newspaper story

- 1 Read the newspaper story. Choose the best summary.
a Police solve the mystery of 'Piano Man'
b 'Piano Man' tells his story
c 'Piano Man': too many questions remain

- 2 Match the underlined words in the newspaper story with the definitions.
1 a problem, events or a person that is dealt with by the police
2 strange or not understood
3 a person who plays the piano
4 walking slowly in no particular direction
5 of no use, or value
6 very well, in a very pleasant way

- 3 Read the story again. Answer the questions.
1 What was strange about the man when he was found?
2 Why did the hospital think he played the piano?
3 Why did police think he came from Norway?
4 Why weren't they able to solve the case?
5 How did the man get home?
6 What is a 'Hollywood ending'?

- 4 What do you think about this story? What was the man doing?



The strange case of 'Piano Man'

In 2005, a very strange story hit the news. Newspapers and TV stations reported that a young man had been found wandering the streets in a town in Kent, England. He was wearing a suit and tie, but he refused to speak.

He was taken to a hospital and the doctors insisted that he was in good health but that he didn't speak. Then he drew a picture of a piano, so people suggested that he might be a pianist. A piano was taken to the hospital and some newspapers claimed that he played the piano beautifully and that he seemed to be happy.

The nurses asked him where he was from, but he still didn't say anything until one day he pointed to Oslo on a map. The police announced that it was possible that he might come from Norway. They discovered that a ship had travelled from Norway to England when the man was found. Did he jump

from the ship and swim to the English coast? The police asked a Norwegian speaker to talk to him, but she told them that he hadn't spoken to her either. One newspaper claimed that he wasn't able to talk at all.

TV and radio stations and newspapers asked everyone to help them to find out who the mysterious 'Piano Man' was. Police admitted they had received a lot of calls, but all the information that people gave was useless.

Unfortunately, there's no Hollywood ending to this story. The man was actually Andreas Grassl, a 20-year-old from Germany, who returned there with his parents. Police discovered that he could actually talk. But what was he doing? Why was he in Kent? How did he get there? Why didn't he say anything? Why were all these stories told about him? It all remains a mystery.

LANGUAGE IN ACTION

Reported statements and commands

1 ★ Are the sentences reported commands (C) or statements (S)?



- 1 My sister told me not to worry. C
- 2 Hector refused to tell me where he was. ____
- 3 I told Carla that I would meet her later. ____
- 4 Sandra insists that she didn't know about the party. ____
- 5 She told us to wait for her after class. ____
- 6 My parents told me to stay at home tonight. ____

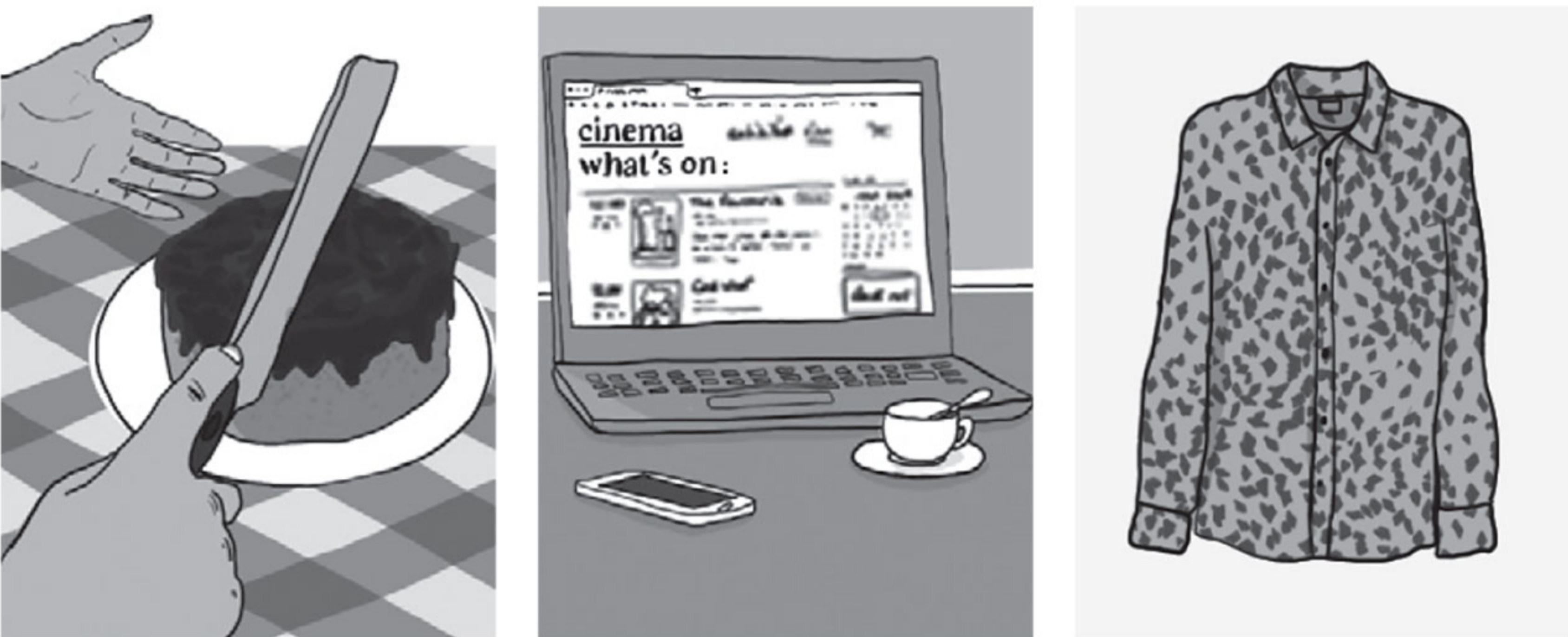
2 ★★ Rewrite the sentences using the correct form of the reporting verbs in the box.

admit announce complain deny refuse tell

- 1 'All right, it was me. I dropped my drink and it fell on your bag.'
Helen admitted that she had dropped the drink.
- 2 'I hate washing-up. Why do I always have to do it?!'
My brother _____
- 3 'Look, it wasn't me. I would never send you a message like that.'
David _____
- 4 'I'm not going to talk to Ryan ever again!'
Mia _____
- 5 'Listen, everyone. Tomorrow there's going to be an exam.'
The teacher _____
- 6 'Go home and lie down. You'll be fine in a few hours.'
The doctor _____

Reported offers and suggestions

3 ★ Are the sentences offers (O) or suggestions (S)?



- 1 I'll slice the cake in half if you like. O
- 2 Why don't you check online if there are any good films on? ____
- 3 I can lend you a nice shirt if you need one. ____
- 4 I'll hold your bag while you try on the sweater. ____
- 5 Shall we meet after class and discuss your progress? ____
- 6 Why don't I ask my dad if he'll give us a lift. ____

4 ★★ Rewrite the sentences in Exercise 3. Use the reporting verbs *offered* or *suggested*.

- 1 Alison offered to slice the cake in half.
- 2 Tim _____
- 3 Ayaz _____
- 4 She _____
- 5 The teacher _____
- 6 Ada _____

5 ★★★ Write sentences that are true for you about ...

- 1 something you tell your parents not to do.

- 2 something you promised a friend you would do.

- 3 a time when you denied doing something.

- 4 a suggestion you made to your friend.

- 5 something that you always refuse to do.

VOCABULARY AND LISTENING

Adverbs of time and manner

1 ★ Complete the sentences with the adverbs in the box.

after a while eventually fluently gradually
occasionally patiently regularly secretly
surprisingly

- 1 I waited patiently at the cinema for an hour, but Tim never turned up.
- 2 Emily only _____ posts photos on social media because she doesn't take many photos.
- 3 They claimed that they had _____ downloaded people's personal data without anyone knowing.
- 4 No one has ever heard of him in my country, but _____ he has over one million followers in Japan.
- 5 At first, I couldn't see anything, but _____ my eyes _____ got used to the dark and _____ I saw the house in the distance.
- 6 Our French teacher speaks six languages _____, and he _____ travels to Japan because he's also learning Japanese!

2 ★★ Complete the story with the adverbs from Exercise 1. Sometimes more than one answer is possible.

Paul stood beside the tree and waited ¹ patiently for the animal rescue people to arrive. He looked up ² _____ to check that the bird hadn't moved. It was a beautiful creature. A large eagle, Paul thought, but he wasn't sure. ³ _____ the bird tried to take off, moving its wings, but not ⁴ _____ it couldn't get anywhere because one of its wings was broken. Paul ⁵ _____ wished he could speak bird language ⁶ _____, so he could tell it that everything would be fine. ⁷ _____, a white van arrived. A man and woman got out. They approached the bird slowly and ⁸ _____ so as not to scare it. The woman threw a large blanket over it and they ⁹ _____ managed to get it into a large cage. They thanked Paul and offered to take him home, but he said no and walked home looking at the photos on his phone.



A radio interview

3 ★ Listen to an interview about viral videos. Which of these reasons does the man not give for sharing a video?



- They're useful.
- It causes positive or negative feelings.
- It makes us laugh.
- It's important to us.
- It has a story.

☐

☐

☐

☐

☐

4 ★★ Listen again. Complete the notes with key words and information.

- 1 Jonah Cook is a marketing manager.
- 2 There are _____ things you need to do to communicate well.
- 3 We like to watch a good story until _____ to find out what happens.
- 4 'How-to' videos are _____ because they help us to do something.
- 5 There are lots of videos with _____ which show you how to build up followers.
- 6 We share 'how-to' videos because it makes us look _____.

5 ★★★ Send a message to a friend and compare your answers. (See the *Learn to learn* tip in the Student's Book, p110.)

LANGUAGE IN ACTION

Reported questions

1 ★ Complete the reported questions with one word in each gap.

- 1 My teacher asked me where I was going.
- 2 She asked me _____ I was chatting to.
- 3 The coach asked me what my favourite sport _____.
- 4 Nicolas asked me _____ I wanted something to eat, but I told him I wasn't hungry.
- 5 Molly wanted to know if I _____ gone to the party last Friday.
- 6 Euan asked me if he _____ come to my house to watch the match later.

2 ★★★ Rewrite the reported questions in Exercise 1 in direct speech.

- 1 ' Where are you going ?' my teacher asked me.
- 2 ' _____ ?' she asked.
- 3 ' _____ ?' the coach wanted to know.
- 4 ' _____ ?' Nicolas asked, but I told him I wasn't hungry.
- 5 ' _____ ?' Molly wanted to know.
- 6 ' _____ ?' Euan asked me.

3 ★★ Put the words in order to make reported questions.

- 1 was / where / asked / the station / We / a police officer
We asked a police officer where the station was.
- 2 asked / My / been / I'd / where / dad / me

- 3 help / Paul / I / his / bike / me / if / asked / could / fix / him

- 4 tomorrow / to school / ask / me / if / She / didn't / I / was / going

- 5 asked / Marco / me / I'd / Brooke / seen / when

4 ★★★ Below are five questions an interviewer asked a famous rock star. Complete Oliver's email to his friend about the interview.

- a Why did you start playing the guitar?
- b What was your favourite subject at school?
- c Are you happy with your latest album?
- d Will you play a song for us?
- e When is your next tour?



Hi
There was an interview with Jimmy B last night on the TV. It was cool! First, they asked him ¹ b . He said it was maths!! Then they asked him ² _____. He said his dad had a guitar and he just picked it up one day. Later on, they asked him ³ _____, and he said he thought it was his best album so far. I can't wait to hear it. They also wanted to know ⁴ _____ and guess what? He's coming to Birmingham next May! We HAVE to go! And then they asked him ⁵ _____, and so he picked up his guitar and he played my favourite *Straight to Blue*. It was amazing! See you tomorrow!
Oliver

5 ★★★ Think about questions your parents or teachers have asked you this week. Write them using reported speech.

My mum asked me if I had tidied my bedroom!

WRITING

A news story

1 ★ Read the news story. How do the children communicate in the village of Ubang?

2 ★ Match the sentences (1–5) with the paragraphs (A–C). Two sentences match one of the paragraphs.

- 1 An expert’s explanation of the Ubang languages.
- 2 An explanation given by the Ubang chief.
- 3 A fear about the future.
- 4 A general belief about communication between men and women.
- 5 Examples of different words that Ubang men and women have for things.

B

3 ★★ Complete the news story with the *Useful language* phrases in the box.

asked insisted that Nowadays said surprisingly

What did you say?

A People, especially older people, often complain that men and women don’t understand each other. But there is a Nigerian village where men and women actually do speak different languages because, ¹ surprisingly, they use different vocabularies for many things. Ubang people are proud of their language and culture but are afraid that the language will not continue.



B In the village of Ubang, women use the words *okwakwe* for ‘dog’ and *ogbala* for ‘cup’ and men say *abu* and *nko*. And there are many other examples of words that sound different and use completely different letters. When ² _____ if men and women find it difficult to understand each other, the Ubang village chief ³ _____ everyone understands each other perfectly and that they are very proud of the difference. In fact, there are lots of words that men and women have in common. Ms Chi Chi Undie, who has studied the community, says that the men and women of the tribe live very separate lives. ‘All their children are brought up speaking the women’s language fluently,’ she ⁴ _____. When the boys get older, they learn to speak like the men in order to be closer to them.

C ⁵ _____, most children are learning English and the older members of the community ask what is going to happen to their unique language situation. ... The village chief is determined that it will survive because, he says, ‘if the languages die, the Ubang people will exist no more.’

Write a news story.

PLAN

- 4 Research a current news story on a few websites to get difference versions. Make notes on these things in your notebook.
- A general introduction
- The basic facts of the story (who? what? where?)
- An interesting fact or extra information
- Quotes from the people involved

WRITE

- 5 Write your news story.
- Remember to include three paragraphs, language from this unit and expressions from the *Useful language* box (see Student’s Book, p113).

CHECK

- 6 Do you ...
- include an interesting headline?
- include some extra details in the third paragraph?
- include some direct speech?

VOCABULARY

1 Complete the sentences. The first letter is given.

- 1 Sarah s_____ that we buy a present for James.
- 2 I said he was lying and he a_____ I was right.
- 3 Julia c_____ she met Lionel Messi, but I don't believe her.
- 4 Remember that you p_____ you would help me move my bed later.
- 5 The students are c_____ that the classroom is too cold.
- 6 Francesca d_____ that she had fallen asleep in class, but everyone could see her.
- 7 The president a_____ that he was going to visit our school.
- 8 Ricardo still hasn't a_____ for breaking my watch.
- 9 The teacher d_____ that Sophie used a mobile phone in the exam.
- 10 Thomas has always i_____ that nobody told him about the trip to France.
- 11 I can't believe that you are r_____ to talk to Victoria because she lost your jumper.
- 12 The school principal c_____ that the art teacher had had an accident.

2 Circle the correct options.

- 1 Isaac *patiently* / *secretly* hid the box, and nobody knows where it is.
- 2 I only *gradually* / *occasionally* clean my computer. I should do it more often.
- 3 They waited *patiently* / *eventually* in the queue for hours, but there were no tickets left.
- 4 My dad has a friend who speaks eight languages *nowadays* / *fluently*!
- 5 I saved two euros every week and *regularly* / *gradually* I saved enough money for a new phone.
- 6 *After a while* / *Nowadays* hardly anyone uses public telephones in the street.
- 7 The doctor says that my dad should take exercise more *regularly* / *occasionally*.
- 8 The film was interesting at the beginning, but *secretly* / *after a while* I got bored and fell asleep.
- 9 I thought the meal would be very expensive, but it was *surprisingly* / *patiently* cheap.
- 10 Mark sent a message to say he was late and *eventually* / *gradually* he arrived at 11.30.

LANGUAGE IN ACTION

3 Match the beginnings of the sentences (1-6) with the ends (a-f).

- | | | |
|----------------------------|--------------------------|---|
| 1 We asked the teacher if | <input type="checkbox"/> | a I was doing later. |
| 2 The police told everyone | <input type="checkbox"/> | b that I had to remember the card I had in my hand. |
| 3 Lucas asked me what | <input type="checkbox"/> | c to clear the area because there was a big fire. |
| 4 My parents suggested | <input type="checkbox"/> | d to help me fix my bike. |
| 5 Beatrice offered | <input type="checkbox"/> | e we had to write in pen or pencil. |
| 6 The magician explained | <input type="checkbox"/> | f going to the beach for the weekend. |

4 Complete the second sentence so that it reports the first. Use no more than three words.

- 1 ‘Can you look it up on the Internet?’ Ivan asked me.
Ivan asked me _____ look it up on the Internet.

2 ‘What did Josh say in the message?’ Sara asked her.
Sara asked her what _____ in the message.

3 ‘Will you invite me next time?’ Ann asked me.
Ann asked me _____ invite her next time.
- 4 ‘Where are you waiting for me?’ asked Bella.
Bella asked me _____ waiting for her.

5 ‘How did you know the answer?’ Leo asked us.
Leo asked us _____ the answer.

6 ‘Do you need directions to the station?’ asked the police officer.
The police officer asked us _____ directions to the station.

CUMULATIVE LANGUAGE

5 Complete the text with the missing words. Circle the correct options.

SCIENCE NEWS: Goats prefer happy faces

Everyone loves a happy animal, ¹ _____? Scientists in England ² _____ that goats are attracted more by happy faces than by angry ones. It suggests that goats, like other animals ³ _____ humans keep at home or on farms, ⁴ _____ read human faces and understand human feelings. Previous studies had ⁵ _____ shown similar results in tests ⁶ _____ were done with horses and dogs.

In the tests, the reactions of the goats were studied by ⁷ _____ them in a closed area. Then different faces ⁸ _____ to people who gave them pasta to eat, ⁹ _____ is their favourite snack. The goats went to the happy faces more often and spent ¹⁰ _____ more time studying the faces with their noses. They also found that if they changed the faces from men to women, it ¹¹ _____ any difference to the goats. Scientists believe the results ¹² _____ us to understand animals better in the future.



- | | | | |
|--------------------------|------------------------|------------------------|----------------------|
| 1 a doesn't it | b does he | c don't I | d don't they |
| 2 a just have discovered | b have discovered just | c have just discovered | d have just discover |
| 3 a what | b that | c if | d to |
| 4 a can | b should | c ought to | d can't |
| 5 a still | b never | c yet | d already |
| 6 a who | b that | c where | d whose |
| 7 a put | b to put | c putting | d puts |
| 8 a attached | b are attached | c were attaching | d were attached |
| 9 a which | b what | c that | d who |
| 10 a quite | b a lot | c fairly | d totally |
| 11 a makes | b would make | c didn't make | d hadn't made |
| 12 a were helped | b help | c helped | d will help |

EXAM TIPS: Listening skills

Listening Part 1: Multiple-choice pictures

You will listen to short extracts and choose from different options. This exam task tests your ability to listen for specific information and answer questions about what you hear.

Exam guide: Multiple choice

- If the question is about a dialogue between a boy and a girl, underline which of the two people you need to answer the question about. For example: *What food will the boy eat?*
- Decide if the question is asking about the past, present or future. The verb tense and time expressions in the question will help you. For example: *What is the weather like now?* is a completely different question from: *What will the weather be like tomorrow?*
- Listen carefully to see if the meaning is positive or negative. For example: *Can you buy some fruit – but not bananas?* tells us that the speaker does not want bananas.
- Usually the answer will come in the middle or at the end of the listening and not at the beginning. This means that you should always wait until the end of each listening before you choose your answer.

REMEMBER!

Don't choose a picture as an answer just because you hear information about it in the listening. Usually you will hear information related to all three pictures!

Listening practice: Multiple-choice pictures

1 Choose the correct meaning for the expressions.

- 1 Are you kidding me?

A I don't believe you.

B That's interesting!
- 2 You're getting on my nerves.

A You're funny!

B You're irritating me!
- 3 You'll never know unless you try.

A You should try.

B Are you going to try?
- 4 You're coming to my party, aren't you?

A Are you sure you're coming to my party?

B Can you confirm that you're coming to my party?
- 5 You must feel really proud of your exam results!

A I'm sure you feel really happy about your exam results.

B You ought to feel very happy about your exam results.
- 6 I get a lot out of playing chess.

A Playing chess is hard for me.

B I really enjoy playing chess.

Tip!

Listen for key words or synonyms to help you identify the answer.

 **2** You will hear six short extracts. Are the sentences *T* (true) or *F* (false)?
E.01

- 1 The boy's sister irritates the girl. ____
- 2 The speaker says everyone should study abroad. ____
- 3 The boy's coffee is very hot. ____
- 4 There is a present in the box. ____
- 5 Some fruit tastes better than it smells. ____
- 6 The girl thinks going to university is a bad idea. ____

 **3** Listen to the conversation between Ben and his mum.
E.02
Answer Yes or No.

- 1 Are the dishes washed? ____
- 2 Does Ben need to do his homework tonight? ____
- 3 Is Ben going to speak to his friends tonight? ____

Tip!

Sometimes information later in the listening will contradict or correct the information before. For example:

A: Amy loves skateboarding.

B: Well, that was before her accident. She hasn't done it since then.

This is another reason why you need to wait till the end before choosing your answer.

 **4** Listen again. What is Ben going to do first? Choose the correct option A, B or C.
E.02

A



B



C



EXAM TIPS: Reading skills

Reading Part 2: Multiple matching

Matching people with activities and things

You will read descriptions of people and match them with the best options. Remember that there may be more options than people, so read carefully! The extra options usually fit only partially, not completely.

Exam guide: Multiple matching

- Begin by reading the five descriptions of the people. Underline the key information in each description.
- Next, read all eight texts carefully and underline the key information in each one.
- Then compare the underlined information in the description of the first person with the underlined information in the texts. Which text is the best match for this person?
- Don't choose a text just because it repeats some words from the description of one person. You need to focus on the meaning of the descriptions and the texts and not on individual words.

REMEMBER!

Be very careful when choosing – the text needs to be a perfect match for everything the person wants.

Reading practice: Multiple matching

Identifying meaning

1 Choose the option (A, B or C) that shows the meaning of the first sentence.

- 1 Jack wants to do without chocolate for a week.
 - A Jacks wants to eat less chocolate for a week.
 - B Jack thinks he can do without chocolate for a week.
 - C Jack would like not to eat chocolate for seven days.
- 2 Chloe is looking forward to learning to drive.
 - A Chloe plans to learn to drive.
 - B Chloe is happy that she will start driving soon.
 - C In the future Chloe will learn to drive.
- 3 Liam has moved to Liverpool.
 - A Liam is living in Liverpool now.
 - B Liam has travelled to Liverpool.
 - C Liam is spending some time in Liverpool.

Synonyms

2 Match the underlined words with the synonyms in the box. There are four extra words.

be born can cook in oil cook in the oven cut into pieces
heat know lived as a child think will possibly

- 1 I'm going to bake a cake. _____
- 2 Jon grew up in Chicago. _____
- 3 How long does it take to fry the onions? _____
- 4 Rachel might go to university. _____
- 5 I guess they must be brother and sister. _____
- 6 You need to chop the peppers. _____

Tip!
Don't look for words that match exactly. Read the text carefully and underline synonyms of the key information words.

Eliminating options

3 Read what Laura wants. Then decide which option(s) (A–D) you can eliminate.

Laura wants to buy a new mobile phone. It must be the latest model, transparent, feel very light and smooth and have a very large display.

- A We repair all the latest models of mobile phones ...
- B Our shop has a good selection of mobile phones, including classic old models ...
- C We have the latest models. They're transparent, very light and have big displays. We're definitely the best place to get a new watch.
- D This shop specialises in all sorts of digital devices. Its products are expensive, but they look great!

Tip!
When you think you have a correct answer, check the incorrect options again to be sure that they don't match.

Finding differences

4 Read about Sam and Nathan. Find three differences between them.

Sam wants to try out some new recipes. He cooks every day. During the week he hasn't got much time to cook, but he's got time at the weekend to make more complicated dishes. He doesn't eat fried food or food with a very strong flavour.

Nathan likes very spicy food. He wants to buy a book of recipes. He is especially interested in making quick meals in the frying pan.

EXAM TIPS: Listening skills

Listening Part 3: Gap-fill

In this part of the exam, you have to listen and complete notes or sentences. The notes or sentences summarise what you hear. You have to write a word, number or a very short noun phrase.

Exam guide: Gap-fill

- Pay attention to the instructions. They remind you what you have to do, but more importantly, they tell you what the topic is.
- After the instructions there is a pause. Use this to read the notes or sentences.
- While you read, try to think about what type of word is missing. It might be a day, a number, a date or price, for example.
- The sentences or notes summarise what the speaker says so you are not going to hear what is written on the page. Pay attention to the key words.
- As you listen, write down the words – remember the answers are one word or a very short phrase.
- During the second listening, check your answers.

REMEMBER!

Check that your answers make sense in the context if you are given a second opportunity to listen.

Tip!

The sentences and notes will give you clues about what type of information is missing. Read everything carefully.

LISTENING PRACTICE: Gap-fill

1 Read the notes. What type of information is missing?

Hire a bus

Number of seats on our bus: ¹_____

Bus leaves: 10.30 am

Meet at youth club: ²_____

Price of exhibition entrance: £5

Special group price (over 20 people): ³£_____



E.03

- 2** You will hear some information about a visit to a photography exhibition. Listen and write the correct answer in the gaps (1–3) in Exercise 1. Then, listen again and write down the other numbers that you hear.
- _____

Tip!

What you read in the exam questions is not what the person says – it is a summary or paraphrase. Think about the meaning and listen for key words.



E.04

- 3** Listen and complete the sentences.

- A Angela's mum told her that her _____ had won the competition many years ago.
- B To find out more about the competition, visit the website – www._____.org.
- C Angela entered the competition with her _____.
- D The class was given a grant of £ _____ to build their robot.

- 4** You will hear an announcement about events coming up at a youth club. Before you listen, read the notes in Exercise 5. What type of information is missing from the gaps?

a type of clothing day name of food number subject time



E.05

- 5** Listen and complete the notes with one or two words or a number or a date or a time.

Youth club events: November

Weekly cooking classes:

Every ¹_____ at 5 pm

Mary

1) bake a chocolate cake; 2) roast ²_____

Visit 1:

Date: Friday 16th at ³_____ pm

Helen Fields – fashion designer

Workshop: match colours; choose jeans; decorate a plain white ⁴_____ (must bring)

Visit 2:

Date: Saturday, 24th at 7 pm

Dr Michael Redding – Professor of ⁵_____

Talk: history of logos

Logo competition:

1st prize ⁶£_____ in cash

Present and past simple and continuous

- We use the **present simple** to talk about facts, habits and routines.

My sister likes pizza.

I don't read every day.

- We use the **past simple** to talk about completed events and actions in the past.

I translated the text into Spanish for him.

I visited Madrid three years ago.

- We use the **present continuous** to talk about actions that are happening now or around now.

That girl over there is waving at me.

- We use the **past continuous** to talk about actions in progress around a time in the past. We also use **when**, **while** and **as** to mean 'during that time' or to connect two events happening at the same time.

Isabella was wearing a dress last night.

While I was looking for the dog, he was looking for the ball.

Present perfect and past simple

- We use the **present perfect** when something started or happened in the past and continues to be true until now. We can say how long something has been true, but not when it started.

I've been to Barcelona. (when isn't specified, but it continues to be true)

They've been sightseeing. (we don't know when)

She's wanted to shake your hand since she arrived. (she continues to want to)

- We use the **past simple** when the moment in which something happened has ended. When it happened isn't always mentioned, usually because it is clear.

I went to Barcelona in June.

They went sightseeing yesterday.

She wanted to shake your hand.

Present and past simple and continuous

- 1 Choose the correct options.
- 1 I cut / was cutting my finger yesterday.

2 Do you go / Are you going to the supermarket now?

3 What happens / is happening when you push this button?

4 Mary listened / was listening to music when I saw / was seeing her.

5 You don't need / aren't needing to pack a lot of clothes.

6 Did you buy / Were you buying some bread for a sandwich?
- 2 Complete the conversation with the correct form of the verbs in brackets.
- MUM Harry, you're going to be late. What ¹ are you doing (you / do)?

HARRY I ² _____ (try) to find my keys!

MUM Where ³ _____ (you / normally / leave) them?

HARRY I always ⁴ _____ (put) them on my desk. But they're not there now.

MUM When ⁵ _____ (you / have) them last?

HARRY I ⁶ _____ (have) them in my hand when I ⁷ _____ (arrive) home yesterday. I ⁸ _____ (talk) to Jonah on the phone.

MUM: Oh yes, I ⁹ _____ (remember). You ¹⁰ _____ (go) into the living room.

HARRY I ¹¹ _____ (look) there, but I ¹² _____ (not find) them.

MUM ¹³ _____ (you / wear) your coat?

HARRY Yes, I was. Maybe I ¹⁴ _____ (leave) them in my coat pocket. Here they are!

Present perfect and past simple

- 3 Complete the sentences with the present perfect or past simple form of the verbs in the box.
- not laugh not play paint see sing tell

1 Have you seen Scarlett? She's looking for you.

2 Pete _____ very well at the concert yesterday.

3 I _____ you 100 times! Don't call me Timmy!

4 Don't touch the door. They _____ just _____ it.

5 Why _____ you _____ at that joke? It was really funny.

6 Lucas _____ football for a month. He's injured.
- 4 Put the words in the correct order to make sentences.
- 1 sent / Has / photo / you / Erin / the ?
Has Erin sent you the photo?

2 tennis / I / liked / you / didn't / know / playing

3 long / your / taken / a / You / time / to / essay / have / finish

4 questions / the / didn't / exam / all / answer / in / the / We

5 you / us / did / Why / come / with / to / decide / ?

6 heard / from / We / news / Julia / any / haven't

Present perfect simple

- We use the **present perfect** to talk about actions, experiences and facts in the past, when the exact time is not mentioned or important.
I've found my favourite T-shirt.
She has been to the shops.

Present perfect continuous

	Affirmative	Negative
He / She / It	has been practising for years.	hasn't been eating very well.
I / We / You / They	have been practising for years.	haven't been eating very well.

Questions		
Has	he / she / it	been sleeping a lot?
Have	I / we / you / they	

Short answers		
Yes,	he / she / it	has.
	I / we / you / they	have.
No,	he / she / it	hasn't.
	I / we / you / they	haven't.

- We use the **present perfect continuous** to talk about an action or a series of actions that started in the past, is still in progress and we expect to continue.
I've been studying hard all week.
She's been exercising since last summer.
- We often use the **present perfect continuous** to say how long we have been doing something.
I've been going to piano lessons for nine years.
- We use the **present perfect continuous** to focus on the ongoing action, rather than the result.
We've been preparing for the party all day!
- We don't use the **present perfect continuous** with stative verbs (e.g. *like*, *have* and *know*).
Emily has liked him since she met him.
~~*Emily has been liking him since she met him.*~~
We have had our cat since she was a kitten.
~~*We've been having our cat since she was a kitten.*~~

- We form the **present perfect continuous** with **subject + has/have (not) + been + -ing**.
I've been playing basketball since I was seven.
She's ill, so she hasn't been coming to school this week.
- We form **present perfect continuous** questions with **has/have + subject + been + -ing**.
Has she been living here for a long time?

Present perfect simple and present perfect continuous

- We use the **present perfect simple** to emphasise that the action or event is recently finished. The **present perfect continuous** is used for actions or events that are still going on up to now.
I've studied for my English test tomorrow. (completed action)
I've been studying for my English test tomorrow. (ongoing)

Modifiers

- We use **modifiers** with adjectives to make the meaning stronger and show emphasis. Common modifiers include *a bit*, *much too*, *totally*, *really*, *absolutely*, *extremely*, *quite* and *rather*.
He was really upset. I felt extremely sorry for him.
Her parents are quite strict. She can't do anything.
They work much too hard. They need to relax.
Her room is really messy. There's stuff everywhere!

Present perfect simple

- 1 Complete the sentences with the present perfect simple form of the verbs in brackets.
- 1 I haven't worn (not wear) this dress since last spring!
 - 2 Paul _____ (wait) all his life for this moment.
 - 3 _____ Jane _____ (tell) you what happened yesterday?
 - 4 We _____ (not play) this computer game for months.
 - 5 Our school _____ (organise) a fashion show.

Present perfect continuous

- 2 Complete the sentences with the present perfect continuous form of the verbs in the box.
- listen rain run tidy wear
- 1 I 've been listening to this great radio station on my phone.
 - 2 Your face is red. _____ you _____?
 - 3 It _____ all morning, so we can't go out.
 - 4 Her feet hurt because she _____ those high-heeled boots all day.
 - 5 Vanessa _____ her room all morning – it was a terrible mess!

Present perfect simple and present perfect continuous

- 3 Circle the correct options.
- 1 How many times have you (seen) / *been seeing* this film?
 - 2 I've *folded* / *been folding* all my clothes and they're in my suitcase now.
 - 3 Have you *sent* / *been sending* the photos to me yet?
 - 4 Dad's tired because he has *painted* / *been painting* all day.
 - 5 Daniel hasn't *read* / *been reading* Laura's message yet, so don't tell him what she said.
 - 6 I've *ordered* / *been ordering* pizzas – they'll be here in a few minutes.

- 4 Complete the conversation with the present perfect simple or continuous form of the verbs in brackets.
- TIM Hi, Mia. I ¹ haven't seen (not see) you all day. What ² _____ (you / do)?
- MIA Oh, hi Tim. I ³ _____ (study) for an exam. It's history. I ⁴ _____ (always / find) it hard to study history.
- TIM Me too. I ⁵ _____ (even / not start) yet. I ⁶ _____ (try) to write that essay for English class. I ⁷ _____ (not finish) it yet though.
- MIA I have. Do you want to see it? I ⁸ _____ (write) about my last holiday. I'm quite happy with it.
- TIM That's funny. I ⁹ _____ (do) the same thing. Maybe the teacher's going to think we ¹⁰ _____ (copy) from each other!!

Modifiers

- 5 Circle the correct options.
- 1 I'm not buying these trousers. They're *absolutely* / *much too* big for me.
 - 2 The film was *really* / *totally* good and *a bit* / *quite* funny.
 - 3 Lydia's dress was *totally* / *a lot* amazing, and her brother looked *rather* / *a little* handsome.
 - 4 These jeans are *a bit* / *pretty* shorter than those ones.
- 6 Match the beginnings of the sentences with the ends.
- | | |
|--------------------------------------|--------------------------------------|
| 1 The exam was really | a fun than Carl's one last month. |
| 2 I'm really | b good, but I didn't like the music. |
| 3 Yusuf thought the story was rather | c sorry, but I can't talk now. |
| 4 Emir's party was a lot more | d amusing, but nobody else liked it. |
| 5 Liam takes totally amazing | e difficult, but I think I passed. |
| 6 The food was pretty | f photos, but he never shares them. |

used to, would and past simple

- **Used to** emphasises that past states, habits and actions are now finished.
It used to be a castle, but now it's a museum.
She used to play piano. Today, she just sings.
- **Used to** does not have a present form. For present habits and states, we use the present simple.
My cousin visits us every summer.
~~*My cousin use to visit us every summer.*~~
- We use **used to** and **would** to talk about habits and actions in the past that are different today.
They used to run on Tuesdays, but now they run on Fridays.
When I was young, my parents would take me for a walk every day.
- We also use **used to**, but not **would**, to talk about states and feelings in the past that are different today.
My grandfather used to have black hair, but now it's white.
~~*My grandfather would have black hair ...*~~
She used to love volleyball, but she doesn't play anymore.
~~*She would love volleyball ...*~~
- We do not use **used to** or **would** to talk about things that only happened once, or to say how many times something happened.
Last year, I went to Mexico.
~~*Last year, I used to go to Mexico.*~~
Yesterday, I called my dad three times.
~~*Yesterday, I would call dad three times.*~~
- We put question words at the beginning of the question.
What things did you use to do when you were younger?
- We don't often use **would** in questions and negative sentences.

- **Used to** is like any regular verb. The past tense ends in **d**, but in questions and negative forms, the verb does not end in **d**.
I used to like playing, but I didn't use to like practising.
Did you use to have a bike when you were younger?

Past perfect with *never, already, by (then), by the time*

- We use the **past perfect** with other past tenses to talk about actions or states that happened before the main past action or state.
We hadn't seen the news, so we didn't know about the storms.
I couldn't call you on Friday because I had left my phone at home.
- We use **adverbs** and **adverbial phrases** such as *already, ever, never, by the time* and *by then* with the past perfect.
- **Already, never** and **ever** come before the past participle, but **yet** comes after.
We had never been to New York until last year.
They've gone to school, but they haven't had breakfast yet.
- We use **already** to emphasise that something had happened.
I had already finished my test before class was over.
- If something had happened **by the time** something else happened, it happened before it.
They had already heard the news when I told them.
- If something had happened **by then**, it happened before then.
I finally arrived at the party, but by then the food had all gone.

used to, would and past simple

1 Complete the sentences with *used to* and the verbs in brackets.

- 1 I didn't use to like (not like) wearing dresses when I was younger.
- 2 Yuri _____ (eat) a lot of sweets until his dentist told him to stop.
- 3 Adela _____ (not look) forward to PE classes because she wasn't very fit.
- 4 Our football team _____ (win) every match, but now they're terrible!
- 5 My dad _____ (not have) a mobile phone when he was 15.
- 6 My teachers _____ (not give) us much homework.

2 Make questions with *used to* or the past simple. Sometimes both are possible.

- 1 When / Helen / buy / this car / ?
When did Helen buy this car?
- 2 there / always / be / a cinema here / ?

- 3 your dad / have / a bike / when he was a teenager / ?

- 4 you / hear / what happened yesterday / ?

- 5 What sort of music / you / listen to / when you were younger / ?

3 Choose the correct sentences. Sometimes both are correct.

- 1 **a** When she younger, my aunt used to live in York.
b When she was younger, my aunt would live in York.
- 2 a When I was five, I wouldn't ever eat vegetables.
b When I was five, I didn't ever use to eat vegetables.
- 3 a There used to be a lot more shops in this street.
b There would be a lot more shops in this street.
- 4 a My dad used to have a long beard.
b My dad would have a long beard.

Past perfect with *never, already, by (then), by the time*

4 Circle the correct options.

- 1 I was excited because I'd never / *already* been to a wedding before.
- 2 Had the teacher *already* / *never* started the class when Paul arrived?
- 3 By *then* / *the time* you called, it was too late to do anything.
- 4 When the film started they'd *never* / *already* eaten all the pizza.
- 5 I started running, but *by then* / *by the time* the man was too far away.
- 6 When we took my grandmother to Los Angeles, she had *never* / *ever* flown across the Atlantic before.

5 Complete the text with the words in the box.

already by had had already ~~never~~ then

I was very nervous. I'd ¹ never played the guitar in front of people before. I walked on to the stage. ² _____ the time I'd picked up the guitar, my hands were shaking. They ³ _____ turned the lights off, so I couldn't really see much. I put the strap around my neck, but by ⁴ _____ the rest of the band had ⁵ _____ started playing the first song! I put my hands on the guitar to play ... and there was no sound. Someone ⁶ _____ pulled the plug!

6 Use the prompts to make sentences in the past simple and past perfect.

- 1 They / not sleep / all night because / there / be / a big storm
They hadn't slept all night because there was a big storm.
- 2 By the time we / get / there, our team / score

- 3 She / try / to apologise to him the week before, but by then / it / be / too late

- 4 Until last week, Camilla / never / speak / in English

- 5 When you / arrive, Dennis / already / find / his keys

Future tenses

- We use **be going to** to talk about future plans and intentions and predictions that we feel sure about.
After I graduate, I'm going to travel the world.
My sister is going to stay with my grandparents this summer.
I'm going to feel ill if I eat all of that!
- We use **will** to talk about what is going to happen in the future, especially things that you are certain about or things that are planned.
I'll see him tomorrow.
I won't cook later – I'll be out.
- We use **may (not)** or **might (not)** instead of **will (not)** to show that we feel less sure about a future action or event, but think it is probable.
I might not go to university.
I may get a job with my dad.
When he gets here, he may want to speak to you.
Don't call after ten o'clock – we may be watching a film.

Present continuous for future

- We use the **present continuous** to talk about future arrangements when the time is fixed.
They're getting married this summer.
What are you doing this weekend? – I'm going shopping with my parents.
She isn't coming to the party. She's spending the day with her cousins.

Present simple for future

- We use the **present simple** to talk about events that are scheduled or timetabled.
The lesson starts at 9.30 tomorrow instead of 10.30.
They don't go back to school until next Monday.

Future continuous

Affirmative/Negative		
I / You / He / She / It / We / You / They	will	be flying this
I / You / He / She / It / We / You / They	won't	time next week.

Questions		
Will	I / you / he / she / it / we / you / they	be flying this
		time next week?

Short answers		
Yes,	I / you / he / she / it / we / you / they	will.
No,	I / you / he / she / it / we / you / they	won't.

- We form the **future continuous** with **will/may/might + be + -ing**.
- We use the **future continuous** to talk about actions we believe will be in progress at a future time.
In five years, he'll be living in Istanbul and working as a teacher.
By 2025, everyone will be wearing smart watches.
- We can also use the **future continuous** to talk about future plans.
I'll be leaving at 2 pm. I'm picking my little brother up from school, so I can't be late.
- We put question words at the beginning of a question.
What will you be doing in 20 years' time?
When will computers be cooking dinner for us?

Future perfect

Affirmative/Negative		
I / You / He / She / It / We / You / They	will have finished	the project by 2050.
I / You / He / She / It / We / You / They	won't have finished	

Questions		
Will	I / you / he / she / it / we / you / they	have finished the project by 2050?

Short answers		
Yes,	I / you / he / she / it / we / you / they	will.
No,	I / you / he / she / it / we / you / they	won't.

- We form the **future perfect** with **will + have + past participle**.
- We use the **future perfect** for actions that will be completed before a certain time in the future.

Future tenses

1 Circle the correct options.

- 1 Mike's not sure yet, but he 's *going to* / *might* get a new bike.
- 2 Do you think it 's *going to* / *might* be a sunny day tomorrow?
- 3 Some scientists say the world's temperature *will* / *might* rise by four degrees in the next ten years.
- 4 Enjoy your holiday. I'm sure you 'll / *might* have a great time.
- 5 Tracy's mum *is going to* / *will* cook dinner.
- 6 I'm not feeling very well, so I *may not* / *won't* go to the match. I'll text you later.

2 Complete the sentences with the correct future form of the verbs in brackets.

- 1 This restaurant *doesn't open* (not open) until 5 pm this evening.
- 2 Do you think you _____ (pass) all your exams?
- 3 What time _____ (Tim / meet) us tomorrow?
- 4 I've decided I _____ (not buy) a new printer.
- 5 Larry hasn't decided yet, so he _____ (not have) dinner with us.
- 6 I _____ (order) pizza at the restaurant tonight.

3 Complete the conversations with the correct form of the verbs in the box.

buy need ~~overcook~~ start

- 1 A: Can I help you with dinner?
B: Yes. You fry the chicken because I 'll _____ probably *overcook* it!
- 2 A: Where are you going?
B: Into town. I _____ a new coat.
- 3 A: What time do you want to meet?
B: The concert _____ at 8 pm, so let's say 7.30.
- 4 A: Is there enough food for everyone?
B: I don't know. I think we _____ some more bread.

Future continuous and future perfect

4 Complete the sentences with the future continuous form of the verbs in brackets.

- 1 What *will you be doing* (you / do) this time tomorrow?
- 2 My jeans are dirty, so I _____ (not wear) them tomorrow.
- 3 The music teacher says she _____ (not teach) us how to play this song.
- 4 While you're working hard, I _____ (enjoy) myself on holiday.
- 5 You can't meet him later, you _____ (write) your English essay.
- 6 Tomorrow's a national holiday, so we _____ (prepare) a special meal!

5 Complete the text with the future perfect form of the verbs in the box.

drink eat laugh see *sleep* spend

What do humans do in one year? By this time next year, you ¹ *will have slept* for 2,372 hours and you ² _____ over 1,000 hours on the Internet. You ³ _____ probably _____ some funny things, which means you ⁴ _____ for a total of 36.5 hours. If you're American, you ⁵ _____ around 46 slices of pizza and you ⁶ _____ probably _____ well over 800 litres of water.

6 Correct the mistake in each sentence.

- 1 This time tomorrow, ~~I'll have lying~~ on the beach in Italy. *I'll be lying*
- 2 In 20 years, we'll be built robots to do the cooking for us. _____
- 3 By the time tomorrow, I'll have finished all my exams. _____
- 4 I be not doing anything later, so call me. _____
- 5 Will have you started the dinner when I get home? _____
- 6 What will be you wearing to Chloe's party? _____

Deduction and possibility

- We often use **can**, **can't**, **could**, **may**, **might** and **must** + **infinitive** without *to* to say how possible or probable we think an action or event is.
It can't be him! He never wears a hat to a party!
She's late. She might be stuck in traffic.
You must be tired after your long trip.
- We use **can** to make general statements about possibilities.
They say that drinking too much coffee can be bad for you.
Try drinking more water; it can help you feel more awake!
- We use **can't** to say that we think something is impossible or cannot be true.
That can't be Samantha. She's in China!
They can't be at home. I saw them leaving an hour ago.
- We use **could**, **may** and **might** to say we think something is possible.
You could have an infection; that's why you're feeling bad.
A: Who's that man?
B: I don't know. He may be her husband.
It might be cold outside, so I'll take a coat.
- We use **must** when we think something is highly probable.
She's not answering her phone. She must be busy.

Obligation, prohibition, necessity and advice

- We use **must** and **have to** to say that it is necessary to do something.
Visitors must complete the form and then give it to the receptionist.
We have to fill in this application and then send it to the office.
- We often use **must** when the obligation comes from the speaker – it's something the speaker considers important.
You must do your homework before you go to Greg's house.
I must get my grandfather a present for his birthday. I forgot last year!
- **Must** is followed by an infinitive without *to*.
- We use **have to** to say what it is necessary to do.
You have to answer all the questions in the exam.
He has to wear a uniform at school.

- We often use **have to** when we talk about laws or rules.
You have to get good exam results to get in to this university.
He's angry because he has to take his hat off in school.
- **Have to** is followed by an infinitive.
- We use **don't have to** to say that it is not necessary to do something, but that you can do it if you want.
You don't have to help me with my experiment.
She doesn't have to get up early tomorrow.
- Question words go at the beginning of the question.
How much homework do you have to do every day?
When do we have to make a decision?
- We use **had to** to say that it was necessary to do something in the past.
I had to leave school early as I wasn't feeling well.
- We use **can't** and **mustn't** to say something is prohibited by law or rules.
I can't take my new phone to school – it's the rule.
You mustn't use your calculator in the exam.
- We use **need to** to express necessity in the present. We use **don't need to** to show a lack of necessity.
I need to get home before my parents get angry.
They don't need to leave now. It's still early.
- We use **should('nt)** and **ought to** to give advice. **Should('nt)** and **ought to** both mean 'I think it's (not) a good idea for someone to do this.'
You should take the bus. It will be faster.
They shouldn't eat that. They're going to get sick.
We ought to pay attention. This might be in the exam.

LANGUAGE PRACTICE

UNIT 4

Deduction and possibility

1 Circle the correct options.

- 1 I'm not sure, but I think this gold may not / *can't* be real.
- 2 Reading in bed at night *can* / *must* help you fall asleep quicker.
- 3 I don't know what's in the box. It *could* / *can* be a present.
- 4 Harry failed two exams. He *couldn't* / *can't* be very happy.
- 5 Have a drink of water. You *might* / *must* be very thirsty after the match.
- 6 The doctor's not very sure. She says it *might* / *must* be serious.

2 Use the prompts to write the second sentence.

- 1 I haven't eaten all day. You / be hungry
You must be very hungry.
- 2 It's eleven o'clock at night. Freya / be in bed
- 3 I feel sick. You / need to sit down
- 4 That boy looks like Freddie, but Freddie's in Turkey.
That / be Freddie
- 5 Max got up late. He / not arrive on time for his first class
- 6 That cheese is three weeks old! It / be very smelly

Obligation, prohibition, necessity and advice

3 Are the sentences about obligation (O), prohibition (P), necessity (N) or advice (A)?

- 1 You mustn't use your mobile phone in class. P
- 2 I probably don't need to wear a coat today.
- 3 I think Lauren should study engineering.
- 4 You ought to try switching the computer off.
- 5 You must write at least 100 words.
- 6 What do I have to do to be successful?

4 Complete the email with the phrases in the box.

don't have to worry ~~don't need to bring~~
 have to take mustn't forget
 need to pack ought to buy

Hi Ethan

I'm so glad you're coming to visit us. It's really warm here, so you ¹ don't need to bring a coat. However, you ² _____ your swimming trunks because we're going to the beach. We'll ³ _____ the train, so I ⁴ _____ our tickets tomorrow. You ⁵ _____ about bringing a towel because we've got loads, but you ⁶ _____ your sun cream!!

See you on Friday!

5 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 Don't shout. I can hear everything you're saying.
You don't need to shout because I can hear everything you say.
- 2 It's not a very good idea to call him now.
You probably _____ him now.
- 3 I had an appointment with the doctor yesterday.
I _____ and see the doctor yesterday.
- 4 There's no need to worry about making lunch.
You _____ to worry about making lunch.
- 5 No running in the corridors.
Students _____ in the corridors.
- 6 That car must be very expensive.
That car _____ cheap.

The passive

Present simple			
Spanish	is	spoken in many countries.	
Tigers	aren't	found in Africa.	
Past simple			
Writing	was	invented in Asia.	
Planes	weren't	used until the 1900s.	
<i>will</i>			
The prize	will be	awarded next week.	
The food	won't be	served until 10 pm.	
Questions			
Will	your project	be	finished by next week?

- We use the **passive** when we don't know or are not interested in who or what does an action.
- To form the **passive**, we use the appropriate form of **be + past participle**.
Millions of emails are written every day.
Brian wasn't invited to the party.
The microwave will be repaired tomorrow.
- We use the **present simple passive** to talk about facts in the present.
English is spoken in most hotels and tourist offices.
- We use the **past simple passive** to talk about facts in the past.
The first video game console was made in 1972.
- We use **will** with the **passive** to talk about facts and actions we believe will happen in the future.
Results will be emailed to students next week.
- We use **by** with the **passive** to show who or what was responsible for an action.
The book was written by a marketing expert.
- To form questions in the present and past, we use the appropriate form of **be + subject + past participle**. We put *Wh-* question words before **be**.
Was the light bulb really invented by Edison?
Where is the most coffee drunk in the world?
- To form questions with **will**, we use **will + subject + be + past participle**.
When will the next drama club meeting be held?

Question tags

Main clause	be/do/have/modal + subject pronoun
They aren't ready,	are they?
They are ready,	aren't they?
We don't need a pencil,	do we?
We need a pen,	don't we?
He was ill,	wasn't he?
He wasn't ill,	was he?
She can't run a marathon,	can she?
She can run a marathon,	can't she?
You won't be late,	will you?
You'll be late,	won't you?
You haven't seen it,	have you?
You've seen it,	haven't you?

- We use **question tags** at the end of statements to invite a response from the listener.
A: You're an athlete, aren't you?
B: Yes, I am.
- To create **question tags** we use the main verb **to be**, auxiliary verbs **to do** or **to have** or a **modal verb**, plus a **subject**. The subject is normally a pronoun.
- Positive sentences have negative question tags and negative sentences have positive tags.
- When we use the auxiliary *be*, *do* or *have*, a modal verb or main verb *be* in the main clause, this verb is used in the tag.

Questions with prepositions

- When a **question word** is the object of a **preposition**, the preposition usually comes at the end of the clause, especially in an informal style.
What are you looking for?
Who is this pizza for?
Who is he listening to?
Which programme are you talking about?
What are you laughing at?
What's it full of?
- We often form questions with prepositions at the end in passive questions.
Who was it written by?

The passive

1 Complete the sentences with the passive form of the verbs in brackets.

- 1 Our shopping will be delivered (deliver) to our house tomorrow morning.
- 2 These problems _____ (solve) a long time ago.
- 3 _____ phone batteries _____ (produce) in this factory?
- 4 A lot time _____ (waste) if we don't do something now.
- 5 It was delicious. The meat _____ (chop) into small pieces.
- 6 My computer _____ (not connect) to the wi-fi.

2 Use the prompts to write questions in the passive. Use the tense in brackets.

- 1 When / the books / deliver / ? (past)
When were the books delivered?
- 2 Why / flies / attract / to the smell of food / ? (present)

- 3 How / these images / create / ? (past)

- 4 Where / we / collect / after the museum visit / ? (future)

- 5 How / the meat / cook / ? (past)

- 6 When / a time machine / develop / ? (future)

3 Rewrite the sentences in the passive.

- 1 This lake supplies water to our town.
Water is supplied to our town from this lake.
- 2 They will communicate your grades to you in a week.
Your grades _____
- 3 We measured the ingredients very carefully.
The ingredients _____
- 4 They grill the fish over a fire.
The fish _____

4 Complete the text with the passive form of the verbs in brackets.

The city of Dubai is incredible. Before oil ¹was discovered (discover) in 1966, it was a small town, but it ²_____ (develop) into a modern city where millions of tourists ³_____ (attract) to its shopping malls. In 1999, the seven-star Burj Al Arab ⁴_____ (complete), and the 828-metre tall Burj Khalifa ⁵_____ (open) in 2010. A new city with air conditioning ⁶_____ (plan) for the future. Hotels and apartments ⁷_____ (connect) with seven kilometres of shops.

Question tags

5 Complete the questions with the correct auxiliary verbs.

- 1 James isn't coming to lunch tomorrow, is he?
- 2 They _____ have to take the train, do they?
- 3 You _____ deliver the message later, won't you?
- 4 Robbie _____ going to call us today, wasn't he?

6 Complete the questions with the correct questions tags.

- 1 You don't know the answer, do you ?
- 2 Dad collected his car from the garage, _____ ?
- 3 Everyone knows the answer, _____ ?
- 4 They can't see the screen, _____ ?
- 5 Elena doesn't want to help us, _____ ?
- 6 You won't tell anyone what I told you, _____ ?

Questions with prepositions

7 Write questions asking about the underlined words. Use the preposition in bold.

- 1 Grace is listening **to** some classical music.
What is Grace listening to?
- 2 The class was **about** the main rivers in Europe.

- 3 Logan baked a cake **for** his grandmother.

- 4 The food was delivered **by** a man on a bike.

- 5 My dad's very angry **with** my brother.

First conditional

- We use **first conditional** sentences to talk about possible situations in the present or future and say what we think the result will be.
- We often use **if + present simple** to describe the possible action or event.
We'll find tickets if we go online at 7 am.
- We can use **unless + present simple** instead of **if not**.
Unless we hurry up, we'll miss the bus.
- We use **will/won't + infinitive** when we are sure of the result and **may** or **might + infinitive** when we are less sure.
If we don't leave now, we won't catch the 8.30 train.
If my uncle doesn't feel better, he may not travel.
- When we use **if** to start the sentence, we use a comma between the two parts.
If I've got enough money, I'll go to the concert.
- We normally use **will** to make first conditional questions. It is unusual to use **may** or **might**.
Will you practise with me this evening if you have time?

Second conditional

- We use **second conditional** sentences to talk about imaginary situations and the possible consequences.
- We use **if + past simple** to describe the imaginary situation and **would, could** or **might** for the consequence.
If I didn't have a cat, I'd like to have a rabbit.
- We use **would (not)** when we are sure of the consequence.
He would do better in school if he didn't spend all his time playing basketball.
- We use **could (not)** to express a possibility or ability as a consequence.
If it was Friday night, we could go to the cinema.
- We use **might (not)** to show we are less sure about the consequence.
If I had more free time, I might take up the guitar.
- We can use **was** or **were** in the **if-** part of the sentence with *I, he/she* and *it*.
If it wasn't/weren't so spicy, I could finish it.
I wouldn't say anything if I were/was you.

Third conditional

Imaginary past situation	Imaginary past consequence
(if + past perfect)	(would have + infinitive)
If I had seen your message,	I would have called you.
If I hadn't seen your message,	I wouldn't have called you.
Imaginary past consequence	Imaginary past situation
(would have + infinitive)	(if + past perfect)
I would have called you	if I had seen your message.
I wouldn't have called you	if I hadn't seen your message.
Questions	
If he had been the chef,	what would he have prepared?
If you had let me help you,	wouldn't you have done better?


- We use the **third conditional** to talk about imaginary situations in the past and the imaginary past consequences.
If you hadn't read the story, the ending of the film would have been a surprise.
They would have found the exam easy if they'd worked harder.
- We use **if + past perfect** to describe an imaginary past situation.
If I hadn't missed the shot, we would have won the game.
The book would have been better if the hero hadn't guessed that Jason was the bad guy.
- We use **would (not) + have + past participle** when we are sure of the imaginary past consequence.
We would have seen his new car if he'd been at home.
If she'd won the match, she wouldn't have been sad.
- We often use the **third conditional** to talk about things we regret doing.
If I hadn't posted that photo, my parents wouldn't have found out.
My sunglasses wouldn't have broken if I hadn't left them on the sofa.

LANGUAGE PRACTICE

UNIT 6

First conditional

1 Match the beginnings of the sentences with the ends.

- 
- | | |
|--------------------------------------|-----------------------------|
| 1 If I get lost on the way, | a you won't understand. |
| 2 If you season the chicken first, | b unless we go for a pizza. |
| 3 Sean won't come to lunch | c it might taste better. |
| 4 We might solve the problem quicker | d unless it rains. |
| 5 Unless you listen to the teacher, | e I'll call you. |
| 6 They might go sailing | f if we sit down and talk. |

2 Complete the sentences with the correct form of the verbs in brackets.

- 1 If you listen (listen) very carefully, you 'll hear (hear) a bird singing.
- 2 You _____ (not understand) Molly unless you _____ (get) to know her better.
- 3 Ruby _____ (not have) fun unless she _____ (join) in the game.
- 4 If Oscar _____ (waste) any more time, he _____ (be) late for school.
- 5 We _____ (not be) able to watch the video unless we _____ (connect) to the wi-fi.

Second conditional

3 Circle the correct options.

- 1 If you had / have a new dog, what you would / would you call it?
- 2 If Brian *would go* / *went* to bed earlier, he *wasn't* / *wouldn't* always be late for school.
- 3 If I *could* / *can* have any job, I 'd *work* / *worked* in a chocolate factory.
- 4 What *would you* / *did you* do if you *would find* / *found* a new mobile phone on the street?
- 5 If my mum *doesn't* / *didn't* work so hard, I think she 'd / 'll be a lot happier.

4 Use the prompts to write questions.

- 1 If there / be / no electricity for a week, what / you / do / ?
If there was no electricity for a week, what would you do?
- 2 If animals / communicate / with humans, what / they / say / ?

- 3 you / go / to Mars / if / you / have / the chance / ?

- 4 What / you / do / all day if you / live / on a desert island / ?

Third conditional

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If you had taken (take) more interest in the subject, you wouldn't have failed (not fail) the exam.
- 2 I _____ (not get) lost if you _____ (not tell) me to turn left.
- 3 Henry _____ (finish) the marathon if we _____ (encourage) him a bit more.
- 4 We _____ (not miss) our stop if we _____ (not fall) asleep on the bus.
- 5 What _____ (happen) if Hannah _____ (press) that button?

6 Complete the third conditional sentences in the conversation with the correct form of the verbs in the box.

buy give go ~~invite~~ look not have not hurt

- ROSE** If Alice ¹ had invited you to her party,
² _____ you _____ ?
- ELA** Of course. And I ³ _____ her a nice present for
her birthday.
- ROSE** Really? What ⁴ _____ you _____ for her?
- ELA** I probably ⁵ _____ for something, like some
earrings.
- ROSE** So why didn't she invite you?
- ELA** It's a long story. But if I ⁶ _____ her feelings
when she needed me to be her friend, we
⁷ _____ that big argument a few weeks ago.

Gerunds and infinitives

Gerunds

- We can use a **gerund** as a noun and to make noun phrases.
Running is great exercise.
My favourite free-time activity is kitesurfing.
Being the youngest child can be difficult sometimes.
They think having a school dance is a terrible idea.
- We also use the **gerund** after prepositions.
My aunt isn't very good at cooking, but she tries very hard.
They spend a lot of money on buying clothes.
We're thinking of giving up singing lessons.
I'm looking forward to seeing you this summer.
- We use the gerund after certain verbs and expressions. Some common verbs and expressions which need a gerund include *avoid, finish, enjoy, practise, miss, be good/bad at, can't stand*, and *don't mind*.
They enjoy working on the same team.
I don't mind helping you clean your room.
- With most verbs, we add **-ing** to the **infinitive** (without *to*).
eat – eating watch – watching buy – buying
- For verbs ending in **-e**, we remove the **-e** and add **-ing**.
have – having write – writing save – saving
- For verbs ending in a **vowel** and a **consonant**, we double the consonant and add **-ing**.
get – getting run – running shop – shopping

Infinitives

- We usually use the **infinitive with to** after adjectives.
He was lucky to get tickets for the show.
I'm very pleased to meet you!
My teacher's very easy to talk to.
- We also use the **infinitive with to** after certain verbs. Some common verbs which are followed by an **infinitive with to** include *decide, want, refuse, hope, would like*, etc.
Kaitlyn decided to help me with my homework.
We would like to buy two tickets, please.
They refused to come with us.

- Some verbs need an object before the **infinitive with to**.
My mum taught me to ride a bike.
I didn't invite Elizabeth to come with us.
- Some verbs can have an object before **the infinitive with to**.
They asked us to turn the music down.
She'd like everyone to arrive by 8 am.
- We can use a **gerund** or **infinitive** after *remember, forget* and *stop*, but it changes the meaning.
Remember to do your assignment. (= Don't forget to do it.)
Do you remember feeling so happy after we won?
(= Do you have a memory of that moment?)
Don't forget your book bag. (= Bring your book bag.)
We'll never forget winning that championship.
(= We'll always have a memory of that moment.)
We stopped to eat something on our trip. (= We paused for a moment.)
They stopped eating junk food last year. (= They quit eating junk food.)

Subject and object questions

- When we use **subject questions**, we are trying to find out information about the subject of the question. We don't use an auxiliary verb (*do, does, did*), the word order is inverted and the *Wh*-word becomes the subject of the sentence.
Who ate the last piece of cake?
What happened?
- When we use **object questions**, we are trying to find out information about the object of the question and we use an auxiliary verb (*do, does, did*).
Who does Tania like? (= We want to know who Tania likes.)
What did Brad want? (= We want to know what Brad wanted.)
- To compare **subject and object questions** that are similar:
Topic: *Mike likes eating vegetables.*
Who likes eating vegetables? (subject question)
(Who = Mike)
What does Mike like eating? (object question)
(What = likes eating vegetables)

Gerunds and infinitives

1 Complete the sentences with the gerund or infinitive form of the verbs in brackets.

- 1 It's easy to get (get) lost in this city.
- 2 Kyle refuses _____ (help) me with the project.
- 3 _____ (be) a police officer can be a dangerous job.
- 4 My mum has decided _____ (sell) her car.
- 5 My grandmother enjoys _____ (listen) to the radio.
- 6 Are you afraid of _____ (fly)?

2 Complete the sentences with the gerund or infinitive form of the verbs in the box.

drive go play ~~show~~ solve take use

- 1 I'll be happy to show you around my school.
- 2 We're looking forward to _____ skiing this winter.
- 3 Have you finished _____ my computer?
- 4 Would you like _____ video games later?
- 5 _____ public transport in big cities is often quicker than _____.
- 6 This problem might be complicated _____.

3 Complete the email with the correct form of the verbs in brackets.

Hi Hollie

I hope you're well. Do you remember ¹ inviting (invite) me ² _____ (come) and stay with you a few months ago? Well, I'm really pleased ³ _____ (tell) you that I'm going to be in Ireland next month. My parents have decided ⁴ _____ (send) me to Dublin for a month because they would like me ⁵ _____ (practise) my English. I don't mind ⁶ _____ (travel) to Dublin at all. In fact I'm really looking forward to ⁷ _____ (see) you again.

I really hope ⁸ _____ (hear) from you soon

Love, Amber

4 Circle the correct options.

- 1 I don't remember *to tell* / telling you what Sarah told me.
- 2 Have you forgotten *to do* / *doing* your homework again?
- 3 Samuel can't stop *to listen* / *listening* to that song. He loves it.
- 4 We worked on the project all day and we only stopped *to eat* / *eating* lunch.
- 5 I've never forgotten *to win* / *winning* that art competition.
- 6 Sophie didn't remember *to set* / *setting* her alarm clock so she was late.

Subject and object questions

5 Write subject questions for these answers.

- 1 William decided not to go to the party.
Who decided not to go to the party? _____
- 2 Class 5A is going to the National Museum tomorrow.

- 3 Nobody sent me a message on my birthday.

- 4 A rock fell on my dad's car.

6 Circle the correct options.

- 1 Who invented / *did invent* the telephone?
- 2 What *studies your sister* / *does your sister study*?
- 3 Who *is going* / *he going* to tell George?
- 4 What *did happen* / *happened* when she found out?
- 5 Who *can ask* / *can we ask* to come and help us tomorrow?
- 6 Which team *beat* / *did you beat* last year?

Defining relative clauses

- We use **defining relative clauses** to give essential information about a person, place or thing.
My aunt has a friend who makes great cookies.
This is the film that I told you about.
- We use **relative pronouns** at the beginning of relative clauses. We do not repeat the subject pronoun when the subject of the pronoun and following clause are the same.
They know a lot of people who live in Istanbul.
~~*They know a lot of people who they live in Istanbul.*~~
- We use **who** or **that** to talk about people.
The woman who/that lives next door is very friendly.
I like the new person who/that works in the café.
- We use **that** or **which** to talk about things.
I don't enjoy books which/that have sad endings.
He wants to buy some boots which/that he can wear with his new hat.
- We use **where** to talk about places.
That's the office where my uncle works.
Let's go to the restaurant where I had my birthday dinner.
- We use **whose** to talk about possessions.
Do you remember the boy whose mobile was lost?

Non-defining relative clauses

- We use **non-defining relative clauses** to give extra information about a person or thing. We don't need it to understand who or what is being referred to. It is not necessary information. Non-defining relative clauses are introduced by a relative pronoun and we use commas around them.
Ms Parker, who studied in Italy, is my teacher.
They just visited Madrid, where Javier is from.
Last night we had dinner at John's Pizza Parlour, which we'd never tried before.
My dad, whose name is Wayne, is 40 years old.
- We don't use **that** to introduce a non-defining relative clause.
Sam, who scored three goals in the first game, was amazing.
~~*Sam, that scored three goals in the first game, was amazing.*~~

Indefinite pronouns

anybody	anyone	anything	anywhere
everybody	everyone	everything	everywhere
nobody	no one	nothing	nowhere
somebody	someone	something	somewhere

- We use **indefinite pronouns** to refer to people, places or things in a general way. To create **indefinite pronouns**, we combine *any*, *every*, *no* and *some* with *body*, *one*, *thing* or *where*. We write them as one single word, except for *no one*.
Is anybody here? = *Is anyone here?*
Everybody is late today. = *Everyone is late today.*
Nobody was there last night. = *No one was there last night.*
Can somebody help me? = *Can someone help me?*
Is something wrong? = *Is anything wrong?*

Reflexive pronouns

I	→	myself	it	→	itself
you	→	yourself	we	→	ourselves
he	→	himself	you	→	yourselves
she	→	herself	they	→	themselves

- We use **reflexive pronouns** when the subject and the object of a verb are the same.
I sing to myself when I'm alone.
~~*I sing to me when I'm alone.*~~
She bought herself a new shirt.
~~*She bought her a new shirt.*~~
- We can also use **reflexive pronouns** to emphasise that someone did something alone, without help.
He didn't buy the cookies – he made them himself.
He's good at baking.

Reciprocal pronouns

- We use **each other** when each of the two (or more) subjects do the verb to the other subject(s).
Dave and Ellen sent each other presents. (Dave sent Ellen a present, and Ellen sent Dave a present.)
The triplets really love each other. They're always together.

Defining relative clauses

- 1 Match the beginnings of the sentences with the ends.
- | | |
|----------------------------------|--|
| 1 Is that the film that | a has a big lake in the middle of it. |
| 2 Rugby is a sport that | b stars Daniel Radcliffe? |
| 3 This is the park that | c says, 'Power to shoes'. |
| 4 We have a neighbour who | d plays the drums. |
| 5 This company has a slogan that | e chair broke in French class. |
| 6 That's the student whose | f is played between teams of 15 players. |

- 2 Complete the sentences with the correct relative pronoun.
- I really like that new advert that/which has a song by Mark Ronson.
 - That's the cinema _____ Mark dropped a whole bucket of popcorn.
 - She's the teacher _____ laptop was stolen from the classroom.
 - It's a radio station _____ plays mostly rock and pop.
 - This is the hotel _____ we stayed on our last holiday.

Non-defining relative clauses

- 3 Correct the mistake in each sentence.
- That advert, ~~what~~ was on TV last night, was really funny. which
 - This fish, which we bought it in the supermarket, was very expensive. _____
 - Maya, who's dad comes from Australia, works in marketing. _____
 - Theo's review of the film, that Lucas sent me, was hilarious. _____
 - Dublin, which Mike has lived since he was five, is the capital of Ireland. _____
 - My friend, which I was following on social media, has blocked me. _____

Indefinite pronouns

- 4 Complete the sentences with the correct indefinite pronoun.
- I don't know anything about advertising.
 - My sister deleted _____ on my computer by accident.
 - There are advertisements for that brand _____!
 - _____ at the party was really nice. I had a great time.
 - The teacher wanted _____ to answer the question, but _____ knew the answer.
 - Paula says she can't find her glasses _____.

Reflexive and reciprocal pronouns

- 5 Complete the conversation with the pronouns in the box.

anything anywhere each other ~~everyone~~
himself nobody someone themselves

- MIA So how was Phil's party?
- NOAH Oh, it was great fun. ¹ Everyone really enjoyed ² _____. And the food was delicious.
- MIA Phil's a good cook. Did he make it all ³ _____?
- NOAH Yes, ... well he says ⁴ _____ helped him, but I think his sister made the cake.
- MIA So did ⁵ _____ interesting happen?
- NOAH Not really ... Sam and Katie had had an argument and weren't speaking to ⁶ _____. Oh, and Carmen lost her coat and she couldn't find it ⁷ _____. It turned out that ⁸ _____ had taken it home by mistake!

Reported statements

Direct speech	Reported speech
Present simple 'I want some new shoes.'	Past simple He said (that) he wanted some new shoes.
Past simple 'I had a great time.'	Past perfect She said (that) she had had a great time.
Present perfect 'We've just seen a show about a fire.'	Past perfect She said (that) they had just seen a show about a fire.
Present continuous 'We're growing our own vegetables.'	Past continuous He said (that) they were growing their own vegetables.
will 'They will need to bring a laptop.'	would She said (that) they would need to bring a laptop.
can 'You can do it.'	could He said (that) I could do it.
must 'We must buy some bread.'	had to She said (that) we had to buy some bread.
have to 'I have to wear a uniform.'	had to She said (that) she had to wear a uniform.

- When we report somebody's words, we often have to change the verb forms – see the table above for how the verb forms change.
- We often need to change pronouns in reported speech. 'You have to leave before 11 pm'. – He said (that) we had to leave before 11 pm.

Reported commands

- **tell + someone + (not) to + infinitive**
Direct speech: 'Stop talking, Bruno!'
Reported speech: The teacher told Bruno to stop talking.

Reported offers and suggestions

- Offers
offer + (not) to + infinitive
Direct speech: 'I can carry the bag for you.'
Reported speech: She offered to carry the bag for me.
- Suggestions
suggest + (not) + -ing
Direct speech: 'Let's take the bus.'
Reported speech: He suggested taking the bus.
- We use different verbs to report offers and suggestions. Each of these verbs is followed by a specific structure – see above.

Reported questions

- When we report questions, we usually make the same changes to the verb forms, pronouns and time references as when we report statements.
- When we report questions with a *Wh-* word, we don't add an auxiliary verb and the word order is the same as in affirmative sentences.
He asked me what I'd done at the weekend.
~~He asked me what had I done at the weekend.~~
Connor asked when the school trip was.
~~Connor asked when was the school trip.~~
- When we report Yes/No questions, we use **if**.
'Did you tell the truth?' – They asked him if he'd told the truth.
- We don't use a question mark when we report questions.
'Where did you go after school?' – My parents asked me where I'd been after school.

Reported statements

1 Write the statements in reported speech.

- 1 ‘I don’t want to go out for lunch.’
Alison said (that) she didn’t want to go out for lunch.
- 2 ‘We won’t waste any more time.’
They told us _____
- 3 ‘I can help you to make lunch.’
Joshua said _____
- 4 ‘I haven’t bought your Christmas presents yet.’
Andy said to Amy _____
- 5 ‘Heidi’s moving to Australia next week.’
You told me _____

Reported commands

2 Complete the second sentence with two or three words to report the command.

- 1 ‘Write an essay about technology.’
The teacher told me to write an essay about technology.
- 2 ‘Don’t touch my new car!’
My dad told _____ touch his new car!
- 3 ‘Tell them to keep the noise down.’
Martha told me _____ to keep the noise down.
- 4 ‘Don’t say anything to Charlie about the concert.’
She _____ to say anything to Charlie about the concert.

Reported offers and suggestions

3 Complete the reported requests, suggestions and offers with the correct form of the verbs in the box.

collect correct help not tell switch

- 1 Helen asked us to correct her essay before she gave it to the teacher.
- 2 My friend’s dad offered _____ us from school.
- 3 They suggested _____ Thomas what had happened.
- 4 When did Ethan offer _____ you with your maths exam?
- 5 Who suggested _____ the computer on and off?

Reported questions

4 Rewrite the questions in reported speech.

- 1 ‘Are you going to make the dinner?’ Jake asked Chloe.
Jake asked Chloe if she was going to make the dinner.
- 2 ‘What will make you change your mind?’ Maria asked me.

- 3 ‘Have you ever been to Vienna?’ I asked my friend.

- 4 ‘When is the next exam?’ Leah asked the teacher.

- 5 ‘Do you change your mind often?’ Jake asked her.

5 Correct the mistake in each sentence.

- 1 They asked us could we help them. if we could
- 2 The teacher asked me why hadn’t I done my homework. _____
- 3 The doctor asked me where it does hurt. _____
- 4 Paula wanted to know if could she borrow my phone. _____
- 5 My dad asked me what did happen. _____

6 Complete the second sentence so that it means the same as the first. Use no more than three words.

- 1 ‘Shall I look after your bag for you?’ Paul asked.
Paul offered to look after my bag for me.
- 2 ‘What time is the next bus?’ Sarah asked the man.
Sarah asked the man what time the next bus _____.
- 3 ‘Why don’t we go out?’ Robyn suggested.
Robyn suggested _____.
- 4 ‘Have you seen my hat?’ my aunt asked me.
My aunt asked me if I _____ her hat.
- 5 ‘Don’t forget that there’s no school tomorrow,’ the teacher said.
The teacher told us _____ that there was no school the next day.

LANGUAGE BANK

STARTER

Vocabulary

Travel

accommodation backpacking holiday resort
sightseeing tourist attraction trip

Music and theatre

audience lines part
rehearsal scene show

Ways of communicating

describe greet post
shake hands shout smile
translate wave whisper

Language in action

Present and past simple and continuous

Present perfect and past simple

Writing

Useful language

Starting and ending an informal email

Hello ... Hi ...

How are you? / Thanks for your email. / How are things?

I'm writing to ... / I just wanted to say ...

See you soon. / Bye for now. / Write back soon.

Take care, ... / Love ...

UNIT 1

Vocabulary

Describing clothes and shoes

baggy checked cotton denim flat
flowery high-heeled long-sleeved
plain spotted striped tight

Verbs for clothes and shoes

do up fit fold go out of fashion
go with hang up match
suit undo wear out

Language in action

Present perfect simple and present perfect continuous

Modifiers

Speaking

Everyday English

check out

fashion victim

in

out there

Useful language

I don't know if ...

I'm not a huge fan of ...

I think maybe ...

That's ... er ... different!

They're not exactly my style.

Writing

Useful language

Great post!

I had no idea that ...

It got me thinking about ...

I've decided to ...

Since reading your post I've ...

Thanks for sharing!

LANGUAGE BANK

UNIT 2

Vocabulary

Phrasal verbs: changes

do without end up go back go through
look forward to move out move to
settle down sign up try out
turn down turn out

Parts of objects

button cable cover display handle
key lens lid plug strap

Language in action

used to, would and past simple

Past perfect with *never, already, by (then), by the time*

Speaking

Everyday English

all over again

I'm not surprised.

old-school

That's it.

Useful language

Is it some kind of ...?

I've messed it up.

Like this, you mean?

What you do is, you ...

You'll have to ...

Writing

Useful language

firstly

in addition

in conclusion

secondly

therefore

this means that

UNIT 3

Vocabulary

Cooking verbs

bake chop fry grate grill
heat overcook peel roast
season slice spread

Quantities

a chunk of a cup of a handful of a packet of
a piece of a pinch of a slice of
a splash of a spoonful of a sprinkle of

Language in action

Present tense and *be going to* for future plans and intentions

Predictions with *be going to, will* and *may/might*

Future continuous and future perfect

Speaking

Everyday English

a fair amount

ages

a piece of cake

Is that it?

yummy

Useful language

Don't forget to ... (+ verb)

Once that's done ...

Start by ... (+ -ing)

While that's ... (+ -ing)

You'll need ...

Writing

Useful language

... is here to stay

... isn't going anywhere

Watch this space

What could be tastier than ...?

... will be around forever

... will be the norm

LANGUAGE BANK

UNIT 4

Vocabulary

The five senses

feel feel like look look like
smell smell like sound
sound like taste taste like touch

Describing texture, sound, taste, etc.

colourful faint rough sharp shiny
smelly smooth sour spicy transparent

Language in action

Modals of deduction and possibility

Obligation, prohibition, necessity and advice

Speaking

Everyday English

Bingo!

I give up!

I guess so.

nice and warm/hot, etc.

Sure, why not?

Useful language

Guess again.

Guess what it is / they are.

I guess they must be ...

Perhaps it's something (+ adjective)

They're definitely some kind of ...

Writing

Useful language

According to ...

At the age of ...

including ...

... is known as ...

... was born on ... and grew up in.

UNIT 5

Vocabulary

Processes

attract collect communicate connect
create deliver develop measure
produce solve supply waste

Extreme adjectives

boiling deafening dreadful enormous
fascinating freezing gorgeous
marvellous stunning terrifying

Language in action

The passive

Question tags and questions with prepositions

Speaking

Everyday English

... and everything

Er, not exactly.

I'd say it was ...

Oh, man

Wanna ...?

Useful language

Are you kidding me?

I can't believe you actually ...

I find that hard to believe.

Seriously?

You can't be serious.

Writing

Useful language

... deserves to win because ...

I'm absolutely certain that ...

The highlight of a visit to ... is ...

the ... that impressed me the most was ...

Without a doubt ...

LANGUAGE BANK

UNIT 6

Vocabulary

Verb collocations with get, take and have

get a lot out of get bored get lost
get on my nerves get to know
have doubts have fun have the chance
take advantage of take an interest in
take pleasure in take risks

Inspiration and challenge

Nouns

bravery
challenge
determination
obstacle
opportunity

Verbs

achieve
encourage
inspire
overcome
support

Language in action

First and second conditional
Third conditional

Speaking

Everyday English

Come on!
Good for you!
not really
seriously
You've got to be joking!

Useful language

Encouraging

Don't worry, you'll be fine.
You can do it!
You'll feel really proud afterwards.
You'll never know unless you try.

Responding

That's easy for you to say.
What if ... (+ past simple)?

Writing

Useful language

For example ... / For instance ... / such as ...
Furthermore ... / On the one hand ...
I personally believe (that) ...
On the other hand ...
In conclusion ...

UNIT 7

Vocabulary

Feelings

amused annoyed down eager glad
grateful hopeful hurt insecure
peaceful ridiculous satisfied thrilled

Expressions with heart and mind

be in two minds bear in mind
break someone's heart change your mind
close to your heart cross your mind
have something on your mind learn by heart
make your mind up
put your heart into something

Language in action

Gerunds and infinitives
Subject and object questions

Speaking

Everyday English

a little harsh
Don't mention it.
I swear
stressed out
That's kind of you ...

Useful language

I can imagine.
Is there anything I can do to help?
It'll all be OK, you'll see.
That's not very nice.
What's the matter?

Writing

Useful language

It might be better (not) to ...
It would definitely help to ...
I would recommend ... (+ -ing)
Whatever you do, don't ...
Why don't you suggest ... (+ -ing)?

LANGUAGE BANK

UNIT 8

Vocabulary

Advertising

ad blocker advert advertise brand
buyer influence logo marketing company
product review seller slogan

Internet verbs

build up comment on delete follow
post shut down subscribe to
switch off switch on vlog

Language in action

Defining and non-defining relative clauses

Indefinite, reflexive and reciprocal pronouns

Speaking

Everyday English

handy

I don't have a clue.

no-brainer

What's up?

Useful language

I can't recommend it/them enough!

I don't know where to start!

Is it easy to use?

It's the best thing ...

(It) would be ideal for ...

You really ought to ...

Writing

Useful language

... is included.

It allows you to ...

It is designed to be used ...

One of its best features is ...

The one thing that's missing is ...

UNIT 9

Vocabulary

Reporting verbs

admit announce apologise claim
complain confirm deny discover
insist promise refuse suggest

Adverbs of time and manner

after a while eventually fluently
gradually nowadays occasionally
patiently regularly secretly surprisingly

Language in action

Reported statements and commands

Reported questions

Speaking

Everyday English

Hey!

Let me guess.

show-off

sort of

to make matters worse

Useful language

Basically, what happened was ...

It was so (+ adjective)

So anyway, ...

The next thing I knew ...

You'll never guess what happened ...

Writing

Useful language

An email

A man/woman from ...

He/She announced/explained/admitted that ...

'...', he/she said

Surprisingly/Nowadays etc. ...

When asked ... he/she answered/explained/said ...

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent

Infinitive	Past simple	Past participle
let	let	let
lie	lied	lied
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
shine	shone	shone
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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Key: **SU** = Starter Unit, **U** = Unit, **VE** = Vocabulary Extra.

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